

# **GUIDE FOR SCHOOL OF NURSING IN INDIA**

**2002**

Prepared by

**INDIAN NURSING COUNCIL**

Kotla Road, Temple Lane, New Delhi



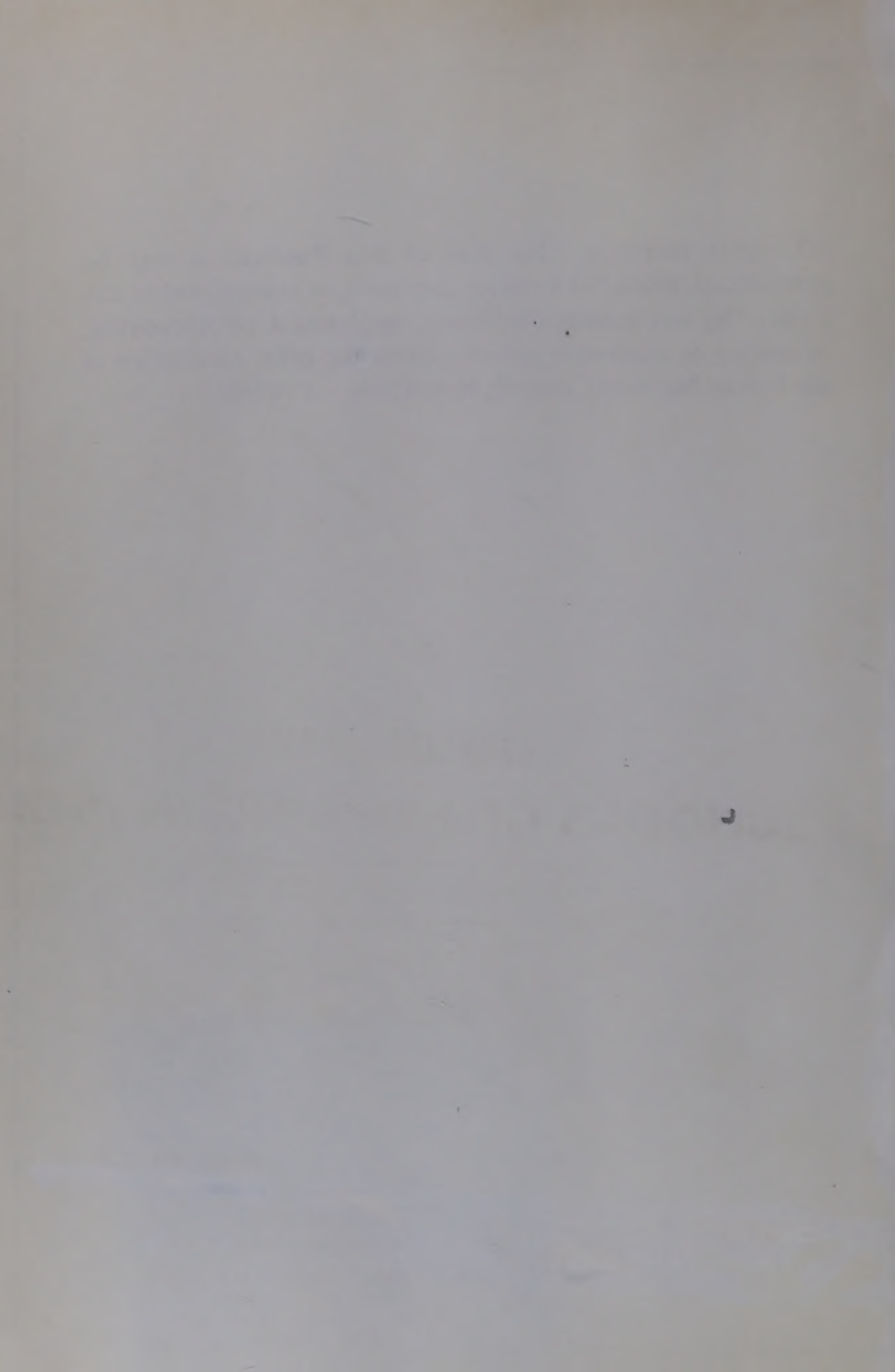
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GUIDE FOR  
SCHOOLS OF NURSING IN INDIA  
Revised-2007

Price: Rs. 200/-



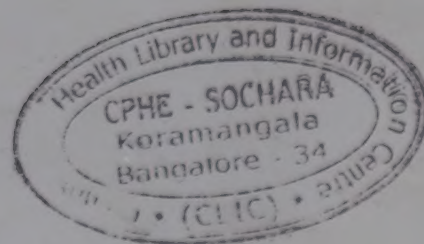




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Revised-2001



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*Let each founder train as many in his / her  
Spirit as he / she can .....*

*The their pupils will in their turn be founder also*

*Florence Nightingale*







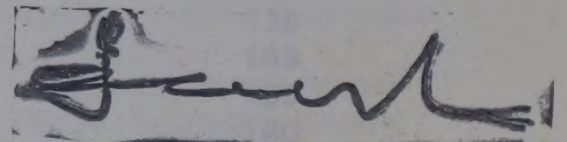
## **Forward**

Nurses have never been more critical to success of Health care system than they are now. The education and practice of Nursing is based on a range of scientific principles from both the physical and behavioral sciences. Nurses must learn new skills to provide quality of nursing care to patients.

In teaching of nursing the emphasis is now on the essential nature of nursing actions and principles, which underlie practice. To meet these challenging needs, the G.N.M. Syllabus is revised. To provide information about the revised G.N.M. syllabus and the process of its implementation the existing guide (1965) for School of Nursing in India is revised on the basis of revised G.N.M. curriculum and remodeled with additional information about requirements for setting up a School of Nursing. This is the work of several experts from the fields of Nursing Education & Administration and Medical Sciences.

The revised guide has given a direction to nursing teachers with models of unit planning, course planning and planning for clinical practice and evaluation, both theoretical and clinical. I am sure this guide will be found valuable not only by nursing teachers and students of nursing education but also by health care planners and administrators.

We look forward to the development of the School of Nursing with capability to turn out the products excelling in theoretical concepts as well as in caring skills.



**(T. DILEEP KUMAR)**

**PRESIDENT**

**INDIAN NURSING COUNCIL**





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# INTRODUCTION

Indian Nursing Council took up the project of revision of the existing guide (1965) for Schools of Nursing in India conducting General Nursing Midwifery programmes. The purpose of this revision is to provide information about the process essential in developing a GNM diploma programme and the implementation of its latest syllabus. Though this guide is primarily intended for the use of nurse educators and administrators, it is also useful to the health care planners, health care administrators and nursing students. New material is added to provide upto date information about the requirements for setting up a School of Nursing. Portions have been added, deleted, clarified or rearranged to update it in view of advancements in medical sciences, information and educational technology and other relevant factors.

Working with scarce resource is increasingly becoming common to nursing teachers. Lack of adequate clinical facilities and experienced qualified staff are harsh realities. It is hoped that this guide will encourage schools to look and plan ahead in their educational programmes, to experiment with new material and methods rather than follow the traditional way too closely, not to be satisfied with mediocrity, but to aim at the very best. It calls for not sacrificing quality for the sake of quantity.

This guide is divided into two parts. The first part gives theoretical information and general guidelines on the organisation of schools. The second part deals with implementation of the syllabus, keeping in view the requirements laid down by the Indian Nursing Council.

The assumption for this guide is that it is imperative to plan, organise and implement the programme effectively to help the students in meeting educational objectives. Due to shortage of trained nursing faculty and other reasons, nurses may enter teaching career without attaining the laid down requirements and they may tend to plan and teach as they themselves were taught. It is my ardent hope that the guide will help them as well as experienced teachers to see newer ways to help their students achieve the objectives.

The guide was revised with the financial assistance of WHO. In a 5 day workshop held in College of Nursing, Trivandrum, 31 nursing leaders from various states, representing teachers, administrators, State Registration Council, Indian Nursing Council and D.G.H.S. participated and gave their expert suggestions. A large number of nursing specialists from different institutions assisted in the project at various levels. In addition, general educators, doctors, social scientists, nursing personnel, individuals and students assisted in this work. The help and assistance of each and every member is gratefully acknowledged.

Special thanks are due to Professor B. Leelamma and Dr. Sr. Mary Lucita of the College of Nursing, Trivandrum for their continuous help and their team of teachers for timely support. The help and assistance given by the Principal and faculty of Lourdes School of Nursing, Kottiyam and Faculty of the College of Nursing, Christian Medical College and Hospital, Vellore, under the guidance of Dean deserves a special mention. I would like my friends and family members to know how grateful I am for their help, support and patience during the time of working on this revised edition.

**(Mrs. S.A. Samuel)**



# **PART 1**

## **ORGANISATION AND MANAGEMENT OF A SCHOOL OF NURSING**

**(Chapters 1-10)**

CHAPTER 1

THE HISTORY OF THE UNITED STATES

FROM 1776 TO 1865

BY

JOHN F. JOHNSON

NEW YORK

1865



# CHAPTER – 1

## THE PHILOSOPHY OF THE SCHOOL

### FORMULATING THE STATEMENT- SAMPLE STATEMENTS OF PHILOSOPHY

#### INTRODUCTION

Philosophy is search for truth and wisdom and the science of all sciences. Different philosophers and educationalists define it in their own words. According to Henderson "philosophy is a search for a comprehensive view of nature, an attempt at a universal explanation of nature of things".

Kim defines it as a statement of beliefs and values about human beings and their world. Coleridge says it as the science of sciences. The dominant philosophy that guides the nursing knowledge is humanism that defines about the nature of human beings and the human environment relationship. It emphasizes on humanistic or moral values of caring and the promotion of individual welfare and rights. It is also the art of reasons that explore values.

Philosophy is one of the most essential components in the structural hierarchy of nursing curriculum. The philosophy of a nursing school defines the value statements about both the practice and the teaching of nursing. In other words, philosophy describes what the school faculty believes about the education of nursing. The statement reflects the values, beliefs, goals or opinions as agreed upon by the members of the school faculty. It needs to be stated in clear, concise terms and to be directly related to the curriculum.

Philosophy and education have a very close relationship. While education is the active side, philosophy is the contemplative side. Philosophy deals with the abstract, while education deals with the concrete. The philosophy of education gives direction to the aim of education. Important philosophies of education are idealism, naturalism, and pragmatism.

The philosophy of nursing education determines the aims, objectives, content, method of teaching and evaluation. It deals with beliefs and values with regard to man as a learner, educator, nurse or patient. In addition it also deals with beliefs about society, nursing, health, etc.

#### 1. FORMULATING THE STATEMENT

On setting up a new school of nursing, one of the first things to be done by the school staff is to formulate a statement of philosophy. This is a written statement of the beliefs and values which the school staff has agreed upon as a group, in relation to the basic nursing education programme being offered.

The actions of all human beings are influenced by their own beliefs, values, principles or ideals and it is to be expected that each staff member will have her own particular philosophy regarding, for example, the nurses responsibility to society, the scope of a basic nursing programme, the degree to which the school should be responsible for the personal development of the students, the amount of responsibility the student should accept for her own education and the best method of teaching. In relation to some of these, all staff members may be in agreement, in others they may differ. Each has a right to ones own philosophy, but when all are working towards a common goal – the education of the student – within the limitation of a circumscribed programme, it is of paramount importance that there should be a philosophy of a school as a whole, with which all staff members should be familiar, to avoid conflict in the implementation of the programme.

To formulate a statement of philosophy, the staff should hold discussions, identify the areas in which they wish to make a definite statement of their beliefs, and come to unanimous decisions as to what is desirable and feasible in the interest of the student, the school, the public and the profession. The statement of philosophy will be the foundation on which the objectives of the programme will be determined, the policies framed, and the school managed. It should be made known to the medical and nursing staff of the hospital as well as school staff, all new staff on appointment, students and other interested persons.

The statement may be written in narrative form or may be listed, it is suggested, as a sort of resolution, with appropriate introductory words such as:

"The teaching staff of the .....school of nursing:

- (1) Believe that .....
- (2) Recognize that .....
- (3) Accept that .....

The following are a few of the questions which the staff may wish to consider when determining the school philosophy, and some of the answers which could be incorporated in the statement, if desired:

- (1) What responsibility does the nurse have to society?
- (2) What is our concept of the basic course in General Nursing and Midwifery? Do we consider that it :-
  - is a formal, professional education, which should be conducted in accordance with accepted educational principles ?
  - should serve as a foundation for all post basic nursing education?
  - is a preparation for first level positions in nursing in both hospital and community?
- (3) What are our own beliefs in regard to education?
  - Do we accept that the development of a basic nursing curriculum requires a knowledge of educational principles?
  - To what degree should the student take responsibility for her own learning?
  - Do we allow for the fact that individuals vary in their capacity and ability to learn?
  - How important is it to create an environment, which is conducive to learning?
- (4) What do we believe are the pre-requisites for the basic nursing programme in our school?
  - Is the minimum education requirement laid down by the Indian Nursing Council accepted as adequate, or evidence of preparation in any particular subject is required?
  - Is it considered that fluency in any particular language is essential?
  - What particular personal qualification should be required?
  - Is it considered that persons in which age group can successfully complete the course?
  - What are the criteria of good mental and physical health?
- (5) What do we believe are our responsibilities to the student with regard to her:
  - Professional and general education, both now and in the future?
  - Personal development as a member of the society?
  - Utilization of leisure time?
  - Practice of religion?



(6) What are our beliefs regarding the students hostel life?

- What facilities should a hostel provide to promote healthy and comfortable living?
- Do we accept that hostel life can make an important contribution towards the objectives of the programme?
- Is residence in hostel essential to the successful implementation of the programme?

(7) Do we believe that the hospital and the community health settings contribute to the education of the student?

- Does the student acquire a substantial proportion of her learning in the clinical area?
- Is it accepted that the incidental learning goes on in addition to what is outlined in the school objectives?
- How much importance is attached to the role played by the nursing service staff in the clinical learning of students?
- How important is the contribution of non-nursing staff in the student's learning?

(8) What are our beliefs in regard to nursing?

- Do we accept the definition of the International Council of Nurses of the unique function of the nurse which is "to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge? And to do this in such a way as to help him gain independence as rapidly as possible"?
- Do we accept the definition of the American Nurses Association (ANA-1973) which is "Nursing practice is a direct service, goal oriented and adaptable to the needs of the individual, the family and the community during health and illness".
- Is the definition of health by the World Health Organization (WHO) i.e. 'a state of complete, physical, mental, social and spiritual well being and not merely the absence of disease or infirmity' accepted?
- Is the dignity of the individual as human being, without regard to race, class or ability recognized?
- How important is it that the nurse is prepared to meet the social and health needs of her own country and be able to adjust to the resources available?
- For the practice of nursing, is it essential to have knowledge of the physical, biological and social sciences?
- Is nursing a field that is influenced by advances in science and technology?
- Does the practice of nursing require that the nurse be able to make decisions and to think and act independently?
- Do we recognize the health teaching function of the nurse?
- Does the practice of nursing require a good understanding of the use of "Information Technology"?

(9) What are our beliefs regarding the professional status of nursing?

- Is nursing a profession, and do we accept the responsibilities of professional membership?
- How does the public obtain its image of nursing?
- Do we accept the need for auxiliary personnel in nursing and recognize their role?
- How important are the professional nurses associations in a country in the development and promotion of nursing?
- Does the practice of nursing depend on allied professions and occupations and vice versa?

(10) What are our beliefs regarding the all-round development of a nursing student to assume multifarious roles?

- Does the course meet the requirement for all-round development of a nurse?
- Does nursing course help in developing leadership abilities in nursing students?
- For the practice of nursing is it essential to develop Human Relation skills and ability to work as a member of the health team?
- Does the practice of nursing require punctuality and better time management skill?
- Do we accept the need to assume extended roles in nursing whenever necessary? e.g. on early discharge of patients, in disaster, both natural and manmade.

The formulation of a statement of philosophy on the basis of questions, such as these will give direction to the school staff in the overall organization of the school, in the provision of physical facilities, the selection and welfare of staff and students, the planning and development of curriculum and the selection and utilization of clinical facilities – in short, the general management of the total school programme.

For guidance and as an illustration of how the school's philosophy would be formulated, the following statements based on some of the questions posed above are given, followed by lists of various actions which should be taken by the staff if the philosophy is to be put into practice.

## **2. SAMPLE STATEMENTS OF PHILOSOPHY**

### **Statement No. 1**

The staff of this school of nursing believe that the basic course in nursing is a formal educational preparation which should be based on educational principles. We recognize it as the foundation on which the practice of nursing is built and on which further professional education depends.

At the same time we believe that, we have responsibility to the student and to society, to make provision in the programme for the continued development of the student as an individual, a citizen as well as a nurse.

### **Action**

1. The school should have a system of administration, which will permit it to function as an educational institution.
2. The number of staff members should be based on the norms laid down by the I.N.C. regarding staff student ratio.
3. The curriculum should be developed on the basis of the philosophy and the objectives.
4. The selection of student should be consistent with the school policies and criteria laid down by I.N.C.
5. There should be adequate physical facilities.
6. Residential accommodation and hostel life should provide an atmosphere conducive to healthy living and learning.
7. The student should be assisted towards taking the responsibility for self learning and evaluation by the provision of good library facilities, modern methods of teaching and educational and personal counselling.
8. There should be opportunities for participation in cultural and civic activities.



## **Statement No. 2**

We believe that the basic course in nursing should prepare nurses for first level positions in nursing both in the hospital and in the community. Our concept of nursing is based on the definition of ICN of the unique function of the nurse which is "to assist the individual, sick or well, in the performance of those activities contributing to health or to its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible".

According to American Nurses Association (ANA -1973), 'Nursing practice is a direct service, goal oriented and adaptable to the needs of the individual, the family and community during health and illness. Our concept of health is based on the WHO definition, that 'health is a state of complete physical, mental, social and spiritual well being and not merely the absence of disease or infirmity"

### **Action**

1. The curriculum should provide for experience in all major clinical areas of nursing in the hospital and in the community.
2. It should develop in the student an ability to meet the patient's mental and emotional needs and an awareness of the social nature of man, which will enable her/him to see the patient as a person with a family and a member of the community.
3. The curriculum should emphasize preventive, promotive and rehabilitative aspects of health throughout, and the hospital, community, school environment and facilities provided should make it possible to put these principles into practice.

## **Statement No. 3**

We believe that the practice of nursing as described above requires a good understanding of basic scientific principles.

### **Action**

1. The curriculum should provide for instruction in the physical, biological and social sciences.
2. Teaching should emphasize on principles rather than procedures.
3. Examinations and other forms of evaluation should likewise be based on an understanding of principles.

## **Statement No. 4**

We recognise that nursing is a profession which is influenced by advances in science and technology.

### **Action**

1. There should be periodic evaluation of the total curriculum and continuous evaluation of its different parts.
2. The library should be for the use of staff as well as students and should have all the latest books and journals relating to advances in science and technology.
3. The staff should be kept up to date in knowledge and skills by means of inservice education, refresher courses, conferences, journal clubs, and facilitating formal post-basic, post graduate, doctoral education. The staff should be encouraged to publish articles in professional journals of repute.
4. The emphasis in teaching should be on principles.
5. The school staff should maintain regular contact with the clinical area.

#### **Statement No. 5**

We believe that good communication skill is essential for learning and for practice of nursing.

#### **Action**

1. Fluency in the language which is the medium of instruction should be ensured, either at the time of selection or by special instruction as part of curriculum.
2. Students should be helped to acquire fluency in the language understood by the majority of the patients.
3. The curriculum should include instruction in different skills of communication.

#### **Statement No. 6**

We recognise that the nature of nursing is such that a substantial portion of the students learning is acquired in the clinical area.

#### **Action**

1. The clinical facilities to be utilized by the school should be carefully selected.
2. The hospital and community staff should be aware of the objective of each clinical placement.
3. There should be regular meetings between service and school staff.
4. The school staff should assist the service staff in the preparation of reference material for use in clinical teaching.
5. The school staff should assist in conducting inservice education programmes for nursing and non-nursing personnel.
6. The posting of students to the clinical areas and assignments should follow the principles of correlation of theory and practice as closely as possible.

#### **Statement No. 7**

We recognize the interdependence of nursing with allied professions and occupations in promoting, maintaining and restoring health and in particular supervising the auxiliary personnel in the nursing service.

#### **Action**

1. Understanding of and interest in other disciplines should be promoted through talks, discussions, visits, and relevant reading material and good inter-personal relationships.
2. The student should be helped to acquire knowledge of her professional responsibilities.
3. The curriculum should provide for experience in team nursing.
4. The curriculum should provide for the acquisition of knowledge regarding the nursing needs and nursing services of the country and the role of a nurse-midwife and H.W. (female).

#### **Statement No. 8**

We believe that we have a responsibility in helping the students to develop pride in the profession and in guiding them with respect to their future in nursing.



### **Action**

1. The teaching staff of the school and nursing staff of the hospital should demonstrate a high standard of professional behaviour.
2. The nursing staff should take an active part in the activities of the Trained Nurses Association of India (T.N.A.I) at the local, state and national level.
3. The students should be encouraged to join and actively participate in the local unit of the Student Nurses Association I.N.A.I. (S.N.A.I) as well as at the state and national level.
4. Both staff and students should read and contribute articles for the Nursing Journal of India and other professional publications.
5. There should be counselling service for the students as a part of the programme.
6. The staff should keep themselves updated with information on professional trends and opportunities.

### **Statement No. 9**

We believe that we have a responsibility for the all-round development of the student.

### **Action**

1. A democratic atmosphere should prevail in all the teaching, learning and living situations.
2. The teaching staff and clinical nurses should be role models for students to see good human relations in practice among themselves.
3. There should be facilities to participate as member of the health team.
4. Teaching faculty should be role models in time management and punctuality.
5. In times of emergency or need, faculty and students should assume additional roles to meet the situation willingly.

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## CHAPTER – 2

# ORGANISATION OF A SCHOOL OF NURSING

GUIDELINES TO SET UP A NEW SCHOOL OF NURSING, - CONTROLLING BODIES - STAFF OF SCHOOL - ADMINISTRATIVE HEAD OF SCHOOL : QUALIFICATIONS AND FUNCTIONS - BUDGET - ADVISORY COMMITTEE OF SCHOOL.

### INTRODUCTION

The quality of an educational programme depends, to a large extent upon the organizational framework within which it operates. A school of nursing, like other educational institutions, can operate effectively only if it is well organized and has the support of administration and the controlling authority.

### 1. GUIDELINES TO SET UP A NEW SCHOOL OF NURSING

The following procedure is to be followed for opening a new School/College of Nursing:

1. Any Organisation (Private, Trust, Mission, Voluntary etc. registered under Society Act) who wants to open a School shall obtain the No objection certificate from the State Govt.
2. The Indian Nursing Council, on receipt of No objection certificate from the organization, will undertake first inspection to assess the suitability to start the programme.
3. On the assessment of Indian Nursing Council, if the institution is found suitable to start the programme, Indian Nursing Council, shall write to the State Nursing Council/Board for inspection.
4. On the receipt of inspection report from the State Nursing Council/Board, Indian Nursing Council shall decide whether to give permission to admit the students or not.
5. The Indian Nursing Council will conduct inspection every year till the first batch is passed out and recognition will be given year by year.

In addition, the minimum prerequisites for recognition of a school of Nursing offering a Diploma course in General Nursing and Midwifery should be checked and adhered to.

### 2. CONTROLLING BODIES

Controlling bodies, broadly speaking, fall into two categories viz. educational and service institutions. Included in the first are State Nursing Councils, Nursing Education Boards, schools of nursing which are totally independent of any service institutions and technical institutes which offer courses in nursing. The second category includes all hospitals controlled by state and central Government and by religious, social and philanthropic agencies. It is in this category that most of the schools of nursing in India fall. However, even when the controlling body is a service agency such as a hospital, the school of nursing, can, and should, operate as an educational institution, with the educational purpose of the school taking priority over other considerations. This can be promoted more easily if the controlling authority:-

1. Clearly determines and delineates the place of the school in the total hospital organisation.
2. Delegates administrative responsibility and executive authority to the principal who is the administrative head of the school.
3. Makes the necessary physical and human resources available.

- 4 Shares the responsibility through its staff, for demonstrating a standard of patient care which will provide desirable learning experiences for student nurses
- 5 Provides the school of nursing with a budget separate from that of the service institution.
- 6 For all schools of Nursing. The State Nursing Council is the Registering Body to give legislation for practice.

### **3. STAFF OF THE SCHOOL OF NURSING**

All the staff of the school of nursing come under the administrative control of the head of the school, the principal. (See Chapter 3).

### **4. ADMINISTRATIVE HEAD OF SCHOOL OF NURSING**

By the process of organization, the development of the total programme should be facilitated. The main elements which have to be organized in the school of nursing are the curriculum, the staff, the students, the physical facilities and the clinical field. The responsibility for this organisation rests with the administrative head of the school.

The principal should be the administrative head of the school. She should hold professional qualifications as laid down by I.N.C. She should be the controlling authority for the budget of the school, should also be the drawing and disbursing officer. The principal and vice principal should be gazetted officers in Government schools. In non-governmental schools also they should be of equivalent status. The Principal should be directly responsible to the controlling authority as shown in Chart I.

Nursing service personnel - chief nursing officer, nursing superintendents, ward sisters and staff nurses should actively participate in teaching, supervision, guidance and evaluation of students in the clinical and field practice areas. The teaching faculty of the school of nursing should work in close coordination with nursing service personnel. In a School of Nursing attached to a hospital, the organisation chart should be as shown in Chart 2.

### **Qualifications**

#### **Principal**


The Principal or the Head of the Nursing school should have M.Sc Degree in Nursing with a minimum of 6 years of teaching experience so that she will be able to administer the programme effectively. In exceptional situations it may be relaxed to BSc Nursing /B.Sc Nursing (Post Basic) degree with 8 years of teaching experience for a stipulated period till the management can facilitate higher education for the school staff.

#### **Functions of the principal, school of nursing**

The scope of the functions of the principal of school of Nursing will vary according to the structure of organisation, but there are certain essential functions in relation to the school for which she will be responsible in any structure. Some of these she may execute personally in consultation with other staff, and others she may delegate to the vice principal or senior tutor. These functions include:

1. General administration of a school of Nursing.
2. General administration and overall supervision of teaching programmes.
3. Supervision of students welfare, health and security services
4. Supervision and guidance of teaching staff including organisation of in-service education of staff
5. Responsibility for organizing workload of staff including teaching assignments
6. Guidance and counselling of students



- 
7. Administrative arrangements for students' clinical experience and teaching in hospital and public health field.
  8. Recruitment of staff and admission of students
  9. Responsibility for conduct of examinations.
  10. Supervision of living conditions of students in hostel.
  11. Maintenance of permanent school records.
  12. Preparation of reports (School reports, progress reports).
  13. Review and revision of policies, rules, regulations, philosophy of the school.
  14. Performing public relations duties for the school.
  15. Procurement of school equipments, supplies, stationery
  16. Preparation of budgetary proposals.
  17. Supervision of hostel and office staff.
  18. Participation in the school's committee work.
  19. Participation in professional activities.
  20. Participation in teaching programmes
  21. Supervision of library services.
  22. Planning for development of the school.

## 5. BUDGET

In the overall budget of the institution, there should be provision for school budget under a separate head. Principal, School of Nursing should be the drawing and disbursing officer.

The items for which a budget is required in a school of nursing also vary with the nature of the institution. In general, the items which have to be budgeted for in the average government school of nursing in India are :-

1. Salaries for professional, clerical and domestic staff and drivers
2. Stipends for students (where applicable)
3. New equipments and repairs.
4. Linen and other household supplies.
5. Maintenance of vehicles and cost of petrol/diesel.
6. Maintenance / Purchasing books, furniture and other items of library.
7. Office supplies including stationery and postage.
8. Contingency fund - for educational tours, professional activities, prizes, entertainments, maintenance of the school premises and any other needed items.

The Principal normally takes the full responsibility for administering the budget like salaries, stipend, transport etc. But there are areas where other school staff may be made responsible, if the objectives of the programme are to be met. Some other items where the staff should advice on the amount of funds required, the amount sanctioned, and should have full control over how the money provided is spent are:

1. The Library - purchase of books, journals and daily newspapers, for binding of journals, for stationery, such as index card, label etc.
2. Incidental teaching equipment - charts, films, slides, transparencies, pen, chalk, etc.
3. Office supplies - stationery items.
4. External Lecturers - for payment in accordance with the policy of the controlling authority.
5. Contingencies.

In preparing the estimates and submitting proposals for the school budget, the Principal of the school will be assisted by the office staff and school staff. All the teaching faculty should be familiar with the procedure of preparing the budget. When the budget is allotted, the amount

should be made known to the staff so that they may establish priorities among the items on which it is to be spent. Purchase should be made and accounts maintained in accordance with the financial practices of the institutions.

## **6. ADVISORY COMMITTEE**

### **Organisation**

There are many activities associated with the organization of a school of nursing, and the most efficient, effective and democratic way of co-ordinating them and at the same time systematic attention should be ensured to all aspects of the work by means of committees. These committees can be set up at two levels: an advisory committee at the level of the controlling authority, and standing committees from among the school staff.

### **Members**

The membership of the advisory committee should include:

1. Principal
2. Vice Principal
3. Chief Nursing officer / Nursing Superintendent
4. Medical superintendent
5. Representative of controlling authority
6. Representative of full time teaching staff of school.
7. A representative from the affiliated nearby nursing institution.
8. Warden / Assistant warden from the students Hostel.
9. A general educationist from the community.

### **Function**

The functions of such an advisory committee are:

1. To study the needs of the school - social and educational - and advise the school as to the needs of society in relation to nursing service.
2. To advise on policies and support the school staff in implementing these.
3. To support the philosophy of the school and advise school authorities on its implementation.
4. To concern itself with the welfare of the staff and students.
5. To assist in interpreting the educational purposes of the school to the public.
6. To advise on monitoring and evaluation of the programme.

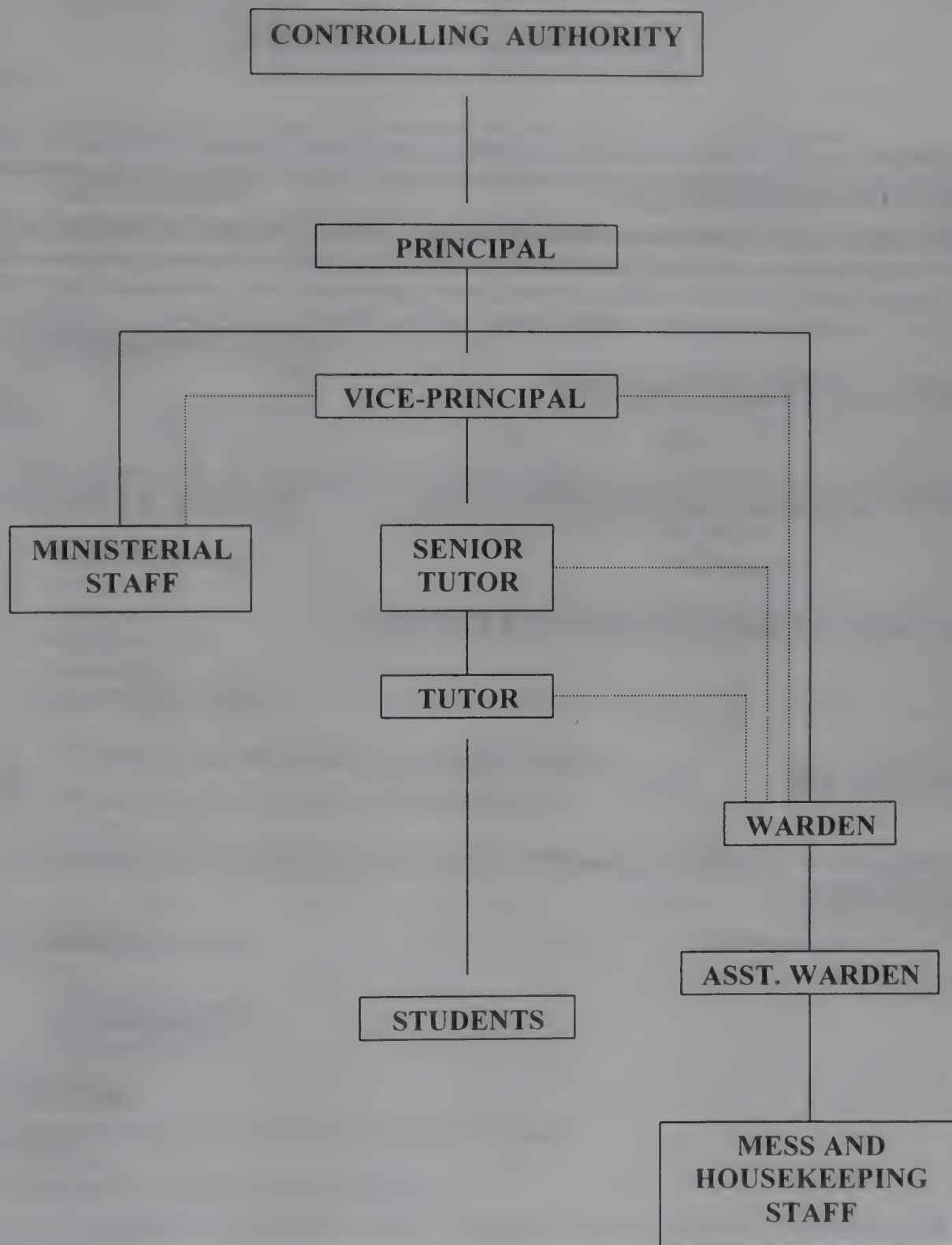
The advisory committee may meet every quarter or more frequently, according to the scope of its activities and demands.

## **SUGGESTED REFERENCES**

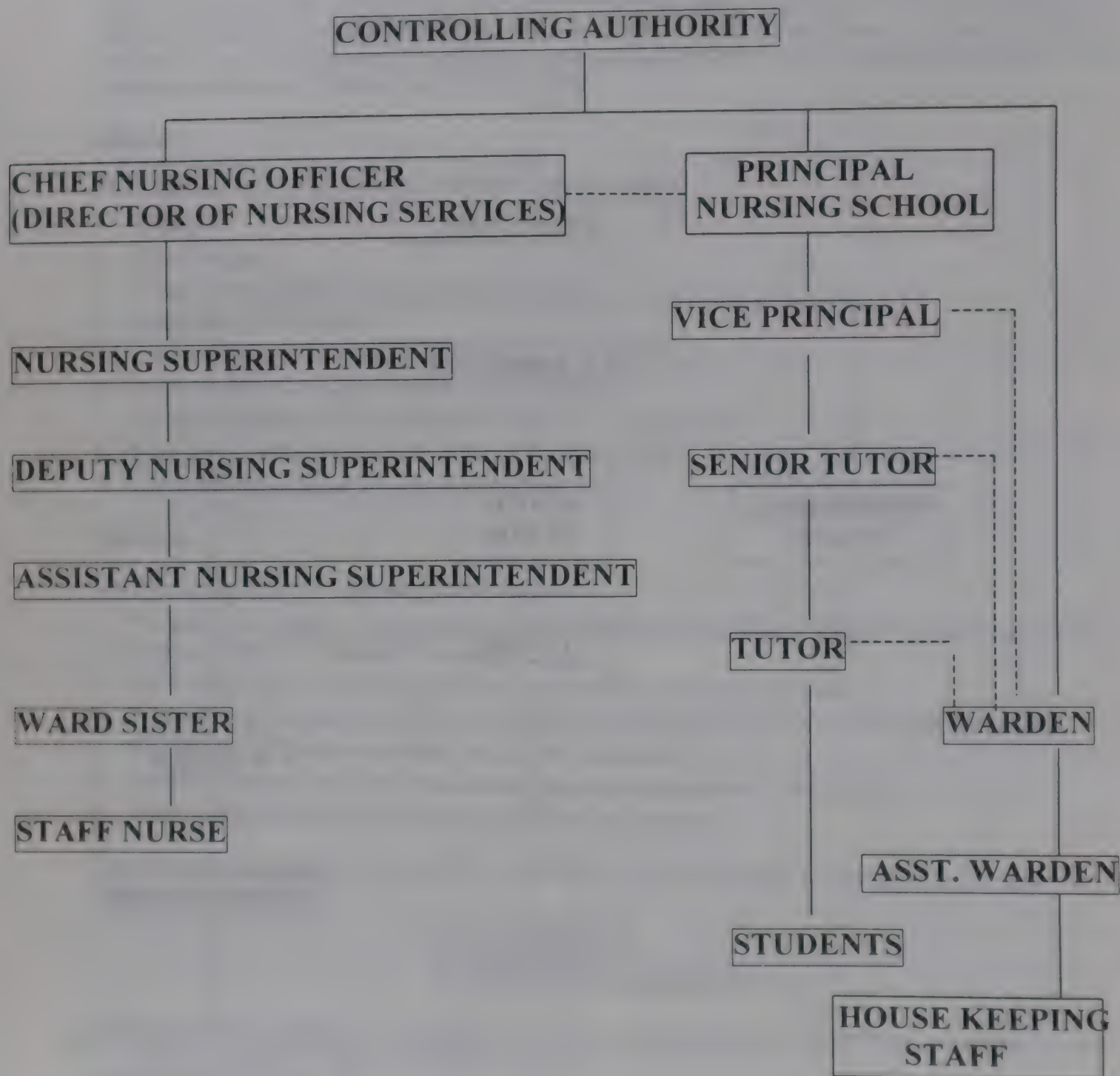
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## SAMPLE OF ORGANISATIONAL CHART FOR INDEPENDENT NURSING SCHOOL



# SAMPLE OF ORGANISATION CHART FOR SCHOOLS ATTACHED TO A HOSPITAL





## CHAPTER – 3

### STAFF OF SCHOOL OF NURSING

FACULTY : NUMBER, QUALIFICATION, SELECTION AND APPOINTMENT, FUNCTIONS AND RESPONSIBILITIES, ORGANIZATION OF TEACHING STAFF, POLICIES, CONTINUING EDUCATION STAFF FOR THE HOSTEL: NUMBER AND QUALIFICATIONS, ACTIVITIES, ORGANIZATION - OFFICE STAFF

#### 1. FACULTY

The faculty consists of Principal, Vice Principal, Senior Tutors and Tutors. They also include external lecturers who may not be directly associated with the school of nursing.

The Principal should be the administrative head of the school. She should hold professional qualifications as laid down by I.N.C. She should be the controlling authority for the budget of the school and also the drawing and disbursing officer. The Principal and Vice Principal should be Gazetted officers in Government schools and of equal status, (though non-gazetted) in non Government schools.

##### a. Number

For a school of nursing with 150 students (i.e. an annual intake of 50 students) the following faculty is required.

##### Teaching faculty

##### No. required

Principal  
Vice Principal  
Senior Tutor  
Tutor

Handwritten calculation:  

$$\begin{array}{r} 1 \text{ (M)} \\ 1 \\ 3 \\ 12 \end{array} \times 2 = 24$$

$$24 + 6 = 30$$

1:4 ratio is to be maintained for senior tutor and tutor

An additional tutor for interns is to be appointed.

For a school of nursing with 60 students (i.e. an annual intake of 20 students) the following faculty is required.

##### Teaching Faculty

##### No. Required

Principal  
Vice Principal  
Senior Tutor  
Tutor

1  
1  
1  
5

An additional tutor for Interns is to be appointed.

1. 1:10 Teacher student ratio is to be maintained.
2. No school of nursing should be started with an annual intake of less than 20 students as it is not economical.
3. Out of Tutors one should stay at the community health field on rotation.
4. The salary structure of the teaching faculty in private schools of nursing should not be less than what is admissible in the schools of nursing under State/Central Government.

- 5 Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical and field practice areas. The teaching faculty of the school of nursing should work in close coordination with nursing service personnel.
- 6 The teaching faculty of the school and the nursing service personnel should be deputed to attend short term educational courses/workshops/conferences to update their knowledge and skill. Each tutor must attend such courses at least once in 2 years.
- 7 It is mandatory for school authorities that teaching faculty from the schools of nursing who are nominated/appointed for the purpose of examination or inspections to be treated as on duty.
- 8 The Senior Tutors and Tutors should spend at least 4 hours everyday in the clinical area for clinical teaching and or Supervision of care by students.

#### **b. Qualification**

There are many factors which contribute towards a good school of nursing, some of which are outside the control of the staff, but the actual organisation of the programme is their responsibility. The personal qualities of teaching staff are as important as their academic qualifications in achieving the objectives of the programme. The professional qualifications laid down by INC are the minimum. They are largely based on the estimated number required and available. Post basic preparation in the major clinical fields of medical - surgical nursing, maternal and child health, psychiatric, community health, midwifery and paediatric nursing is necessary because the tutor will have a good background and expertise in the subject she will be expected to teach.

The clinical instructors who are appointed in schools assist in implementing the programme better specially in the clinical supervision and teaching. It also gives them an opportunity to choose an area of their interest for further post graduate education.

#### **Recommended qualifications of Teaching Staff**

|                |  |
|----------------|--|
| Principal      | M.Sc Nursing with 6 years of teaching experience or B.Sc Nursing / Post Basic B.Sc. Nursing with 8 years of teaching experience.                                       |
| Vice Principal | M.Sc Nursing with 4 years teaching experience or B.Sc Nursing / Post Basic B.Sc Nursing with 6 years teaching experience.  |
| Senior Tutor   | M.Sc Nursing with 2 years teaching experience or B.Sc Nursing / Post Basic B.Sc Nursing with 4 years teaching experience.  |
| Tutor          | M.Sc Nursing or B.Sc Nursing / Post Basic B.Sc Nursing or diploma in nursing Education and Administration or its equivalent with 2 years experience, after graduation. |

#### **External Lecturer**

Besides the regular teaching faculty with the school of Nursing, there should be provision for external lecturers for teaching the students. They should possess the desired qualification in the subject (s) to be taught. Remuneration of these external lecturers is to be paid as per the institute policy. The external lecturers may comprise of Nursing experts from outside institutions, medical faculty and scientists from within as well as from outside institutions, General educationist including teaching experts in English, Computer education, and Physical education / Yoga. Psychologists, Sociologists, Hospital dietitians, Nursing service personnel like Nursing Superintendent, Deputy Nursing Superintendent, Assistant Nursing Superintendents, Ward-in-charge, or Ward sister, Health economists/Statisticians etc also can be invited to participate in teaching.

#### **c. Selection and Appointment**

The degree of freedom afforded to Schools of Nursing in the choice of staff will be affected by the selection procedure adopted by the controlling authority and the availability of qualified personnel. However it is desirable that the Principal and Vice Principal should be on the Selection Committee.



On appointment, all staff require a period of orientation and where a good In-service education programme is a regular activity of the school, this will be taken care of automatically. Orientation should include an introduction to hospital and school staff, the physical set up, the aims and objectives of the programme as well as an explanation of the functions and responsibilities of the new staff member.

#### **d. Functions and Responsibilities of Teaching Staff**

##### **Senior Tutor**

Responsible for planning and implementation of teaching programme.

- Teaching subjects in the Curriculum.
- Over-all supervision of clinical teaching and implementation of the practical component in hospital/community settings in real life situation.
- Assisting in the administration of the School of Nursing.
- Supervision and guidance of junior teaching staff including in-service education of teachers.
- Supervision of student's health, welfare and security.
- Assisting in the selection of students and admission procedure.
- Conducting or assisting in examinations, tests (sessionals and terminals).
- Supervision of living conditions of students in the hostel.
- Preparation of reports on student's progress.
- Assisting in maintenance of school records.
- Participation in student guidance activities.
- Guiding students' extra-curricular programmes.
- Assisting the Principal in the procurement of school supplies and equipments.
- Assisting in the Library.
- Planning, implementation and evaluation of specific courses.
- Officiating as Principal / Vice Principal in their absence.

##### **Tutor**

- Teaching Nursing subjects.
- Teaching and Supervision of students in Clinical field.
- Arrangement for external lecturers.
- Assists in planning and implementation of specific course.
- Participation in clinical teaching.
- Participation in school's committee work.
- Conducting tests (theory and practical).
- Helping students in extra curricular activities.
- Guidance and counselling of students
- Maintenance of class room and laboratory equipment, supplies and teaching aids.
- Evaluating students' assignments and progress
- Preparing teaching materials under guidance of senior teachers.
- Supervision and guidance of patient care activities carried out by students.
- Maintaining records related to clinical experience and teaching
- Any other duty assigned from time to time.

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These functions as listed above are sufficient to require the full time attention of the teaching staff of the school. This is especially so when they are few in number, and they should not be expected to provide service in the hospital either as a regular feature or on relief duty. It is better if the Principal prepares an individual job description for each staff in line with the above and hand over a copy on appointment or during orientation.

#### **e. Organization of Teaching Staff**

The school programme can be carried out more effectively and more easily if the teaching staff are organized as a group. Such organization provides opportunity for each member to be involved in the development of the programme and to understand the roles played by the others.

#### **General Committee**

The extent of the organisation will depend on the number of staff. Whether the number is large or small there should be one committee to bring all the staff together at regular intervals and as many other committees as are considered necessary and possible. The main committee may be known as the "General Committee" or by any other name which will denote its co-ordinating function. It will include all the teaching staff, the librarian and such other full time staff as are desired. The warden may be co-opted when the hostel is to be discussed. This committee could be responsible for co-ordinating the total programme, for receiving and discussing reports of other standing committees and for sending reports and recommendations to the controlling authority and advisory committee.

#### **Other Standing Committees**

In a school with fewer than five staff members, it may be found more practical to conduct all activities through the one "General Committee", but where there are more, it is advisable to set up other standing committees, each with a few members, so that responsibilities may be shared. All these committees should be formally organized with their purpose, functions and membership clearly stated and accurate minutes of the meetings should be maintained. The following committees are suggested (others to be added depending on the scope of the programme and number of staff).

- 1 CURRICULUM COMMITTEE: This Committee will be responsible for the overall planning of the curriculum, including the formulation of the philosophy, purpose and objectives, the selection and organization of content and evaluation of the programme. External lecturer, representatives of the student body and other persons helping to carry out the curriculum may be included in its membership.
- 2 EVALUATION COMMITTEE: This should meet twice a year to evaluate the students progress and report to the Principal who may intimate to the students and parents concerned.
- 3 DISCIPLINE COMMITTEE: This committee can meet as and when required. The committee consists of representatives from each class and one of the senior tutors (the warden may be co-opted when required.)
- 4 COMMITTEE FOR CO-CURRICULAR ACTIVITIES: This committee will deal with sports, cultural programmes, exhibitions, educational tour programmes, school day celebration and so on
- 5 WELFARE COMMITTEE: This committee will be responsible for a periodic review of policies and all matters relating to the health, mess, hostel and welfare of the staff and students. The warden and appointed members of the teaching staff should be on this committee along with student representatives
- 6 LIBRARY COMMITTEE: This committee is responsible for budgeting and selecting books, journals, audio and video cassettes and all other functions pertaining to the maintenance of the school library. Computers and internet facilities also need to be provided



7. **SELECTION COMMITTEE** : This committee will deal with the methods of recruitment and selection of students unless these procedures are laid down by the controlling authority.
8. **NURSING RESEARCH CELL** : This committee will be responsible for conducting periodically small research activities both in the hospital and community. The students will be helped to carry out the same in order to develop beginning skill in consuming research findings, assisting research work or carrying out small research studies while trying to find possible solutions for some of the common problems encountered in nursing care.

#### **f. Policies**

The conditions under which the teaching staff work have an effect on the implementation of the programme besides contributing towards the stability of the staff. Frustrations, conflicts, resignations and frequent requests for transfer can often be reduced when there are clearly defined policies relating to hours of work, teaching load, welfare of staff and other matters. Such policies are particularly effective when the staff have been involved in formulating them, and are known to everyone concerned, and are carefully adhered to.

Matters regarding which policies are desirable are the same throughout India, but the policies themselves will vary from state to state and from school to school depending on the controlling authority, physical resources, finances, number of staff, conditions prevailing in comparable professions and occupations and local cultural practices.

The policies should be laid down and made known to everyone. The following are some of the issues on which it would be helpful to have stated policies and some of the factors to be considered in formulating them.

#### **Hours of work**

The policy should give direction on:

- a) The maximum number of working hours per week.
- b) The number of days off per month to which the staff are entitled and earned leave per year.
- c) The procedures to be followed regarding public holidays.
- d) Hours to be worked on evening and night duty. The factors to be considered in this regard are:
  - i) Schedule of classes for evening hours.
  - ii) Provision made for supervision of students in the ward during these hours.
  - iii) Arrangements made for supervision of students during evening study, if any.
  - iv) Extent of participation by the staff in students recreational activities.
  - v) Arrangements made for accompanying students during field or observation visits and educational tours.

#### **Teaching Load**

The policy regarding the maximum teaching load to be carried by each tutor should allow time for preparation for classes and laboratory sessions, clinical supervision, student guidance and counselling, evaluation of students assignments, committee work, record keeping and all other functions expected of a tutor. A teaching load of 12-14 hours per week will permit attention to these functions. Where this is not yet possible, 15-16 hours of formal teaching per week should not be exceeded.

#### **Residence**

This policy may permit staff to choose between residence or non residence. It may require that all or some to be resident. Residence of some of the staff is almost essential if the students' curricular and extra curricular programmes are to be implemented. Classes are often scheduled for evening

hours for the convenience of the hospital and for the comfort of students during very hot weather, also recreational and social activities are carried on with the guidance and interest of the staff. Most of all, the availability of a staff member in the evening gives students an opportunity to obtain guidance or counsel when they require it. Whether all or some of the staff are permanently resident or whether the staff are resident in turn, would depend on the number of staff, the availability of accommodation (including married quarters) and the system preferred by the staff concerned. Whether the staff are resident or non resident, their hours of evening duty should be included in the staff time table and not be an addition to the total weekly hours laid down in the staff policies.

### **Leave**

The amount of leave due to the staff and the kinds of special leave which may be availed of are usually laid down by the controlling authority, but the school should have a policy which states clearly : -

- i) Time of the year during which annual leave may normally be taken.
- ii) How much may be taken at any one time – maximum and minimum.
- iii) The purposes for which casual or special leave may be granted.
- iv) The provisions for maternity leave.

### **Sickness**

With regard to the care which will be given to staff members who are sick, the school policy should state :

1. Who will be responsible for medical treatment.
2. The kind of accommodation which will be given - private, semiprivate or general ward.
3. The financial responsibility (if any) to be borne by the staff member or by the employer only.
4. Medical facilities for immediate family members, if any.

### **Attendance at Conferences and Study Courses**

The school should have stated policies regarding the selection and deputation of staff for further education including attendance at formal courses, refresher courses, workshops and conferences. In formulating these policies, the following may be considered, where applicable.

- i) The number of years of experience required before deputation for a formal post basic education programme.
- ii) Specific kind of experience required before deputation for study of any particular subject.
- iii) Any required period of work after return from study.
- iv) Plan for rotation of staff to attend conferences and the number who may attend at one time.
- v) Rules regarding the holding of periodic compulsory refresher courses for particular grades of staff. Some of these policies may be laid down by the controlling authority. All these should be made known to the staff.

### **g. Continuing Education:**

In-service education is an organised educational programme which is offered to trained staff during their period of employment and related to the improvement of their performance. It should contain the elements of orientation, special skill training, leadership development, continuing education and should be an ongoing programme which is accepted as an integral part of the school activities.



## **In-service education**

In-service education programme will include the orientation of the new staff members and may consist of any of the following activities among others, according to the needs of the staff and of the programme.

- i) Introducing a new area of learning, for example computer technology by means of regular series of lectures and practicals.
- ii) Arranging for periodic lectures or demonstrations to keep the staff upto date with new knowledge and techniques : for example providing information on new drugs and demonstrating the use of new equipment.
- iii) Holding regular meetings of the teaching staff for the purpose of gaining and sharing knowledge and skills in special techniques. eg. methods of evaluation, micro teaching etc.
- iv) Convening meetings with the staff of other nursing schools to exchange information or for discussion on specific questions.
- v) Organising short programmes for individual staff members according to their particular needs. eg :- a period of placement in paediatric unit for a tutor teaching paediatric nursing.

## **Further education**

Staff should be permitted and encouraged to enhance their education by taking up refresher courses, workshops and seminars and formal post basic courses. The availability of scholarships should be made known to them and advice and guidance should be given. Further education is not only beneficial to the individual and the school but is necessary for the development of the profession in the country as a whole.

## **2. STAFF FOR THE HOSTEL**

The hostel provides the students with boarding, lodging, laundry facilities as well as study and leisure time activities necessitating employment of a variety of staff.

### **a. Number and Qualifications**

- 1) Warden (Female) – 3. Qualification – BSc Home Science or diploma in house keeping / catering. Minimum three wardens must be there in every hostel for morning, evening and night shift. If number of students is more than 150, one more warden/ Asstt. Warden/House Keeper for every additional 50 students.
- 2) Cook – 1 for every 20 students for each shift.
- 3) Kitchen and Dining Room helper – 1 for every 20 students in each shift
- 4) Sweeper – 3
- 5) Gardener – 2
- 6) Security guards – 3

### **Warden - Designation**

The designation of the person in charge of the hostel will depend on the function she is expected to carry out and the qualifications required. But in creating the post it is advisable to use a term which will be applicable to persons with different types of preparations. The term "warden" is used here as a general term to denote any person who has a full-time appointment under the head of the school and whose functions and responsibilities are solely connected with the hostel.

In a large school the warden may be designated as a senior warden, hostel supervisor or home sister and may participate actively in the school programme with staff such as dietitian, housekeepers and house keeping staff under her control. In a small school she may be called a

personnel involved in carrying them out. Between these two extremes a number of positions can be created and designated according to the requirement of the school as mentioned above. The warden needs to be a person with an educational and social background which will enable her to create a friendly homely atmosphere for the students and contribute towards the achievement of the school objectives. She should be a person of integrity and maturity, interested in the students and with an ability to manage domestic staff. There is no single course which will prepare her for all the functions required of a hostel warden, but she should have had one of the formal educational courses offered under the broad subject of home and social science as this is a suitable basis for developing the qualities and skills required. With nursing experience a person has a greater understanding of the students' needs and their problems and will be able to participate in more programmes and activities than a person with a non-nursing background. However when the functions and responsibilities of the post are limited to those of house keeping, the nursing qualifications would not, of course, be required.

#### **b. Activities**

The following are some of the activities which have to be carried out in connection with the management of a hostel for student nurses. All these are essential for the smooth running of the hostel and for the welfare of the students. Some are the functions of the warden, which she may carry out personally or assign to the staff under her supervision.

##### **In relation to students**

These are assistance in the development of social grace, providing for general comfort and welfare, maintenance of discipline in accordance with hostel rules, distribution of mail, noting of attendance at meals, serving meals to sick nurses in hostel, inspection of rooms, maintenance of out pass, home pass etc.

##### **In relation to the house keeping staff themselves**

Assignment and supervision of duties, hours of work, days off and leave, maintenance of attendance register, issue of uniform, organising of inservice education programme etc; are the activities in relation to the housekeeping staff themselves.

##### **In relation to physical setup**

These are:

- a) Linen indent, distribution, laundering, repair and inventory.
- b) Furniture and furnishing – maintenance, repair and ordering of replacement.
- c) General cleanliness of hostel and immediate surroundings.
- d) Reporting of faults, general maintenance and repairs.
- e) Ordering, issuing and recording of house keeping and provision stores.
- f) Physical verification of stock at periodic intervals and maintenance of stock register.

##### **In relation to the mess if run by the school when it is not given on contract**

These are related to :

- a) Purchase of ingredients for cooking.
- b) Supervision of quality of food before and after cooking.
- c) Supervision of cooking and serving of meals.
- d) Maintenance of accounts with the assistance of a clerk
- e) Supervision of maintenance of hygiene.



Additional responsibilities may be allotted to the warden, depending on her qualifications and the scope of the post like counselling of students, organisation of social functions and assistance with the student health programme.

### **c. Organisation of House keeping staff**

In small schools the warden and housekeeping staff may come directly under the control of the principal. In large institutions where a steward or superintendent is responsible for the house keeping staff in the hospital, it is desirable that the warden for the school hostel is still under the control of head of the school.

### **d. Office Staff**

- 1) Stenographer / Personal Assistant – 1
- 2) Senior clerk cum cashier / Accountant – 1
- 3) Junior clerk cum typist – 1
- 4) Librarian – 1
- 5) Laboratory Attendant – 1
- 6) Watchman / Chowkidars – 2
- 7) Drivers – 1 for each vehicle
- 8) Cleaners – 1 for each vehicle
- 9) Peons – 3
- 10) Sweepers – 2
- 11) Machine operator (xerox) – 1

### **Functions**

- 1) Maintenance of files and records
- 2) Receipt; typing; despatch of correspondence.
- 3) Cutting and duplicating of stensils.
- 4) Maintenance of Sundry accounts.
- 5) Indenting and care of office supplies.
- 6) Assist in setting and cleaning laboratory after practicals.
- 7) Maintenance of sanitation.
- 8) Technical assistance for operating various machines.

### **Drivers**

The satisfactory implementation of a school programme requires that staff and students have ready access to transport as and when required, so driver and vehicle are very important.

## **SUGGESTED REFERENCES**

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## CHAPTER – 4

# THE DEVELOPMENT OF THE CURRICULUM

THE ESTABLISHMENT OF EDUCATIONAL PURPOSES – THE SELECTION OF LEARNING EXPERIENCES – THE ORGANISATION OF LEARNING EXPERIENCES, GENERAL PLAN OF CURRICULUM, ORGANISATION OF CLINICAL EXPERIENCE, TEACHING SYSTEMS.

### Definition

There are many definitions of the word "curriculum". The following three may serve to illustrate its all embracing nature. A curriculum is :

- 1) "a systematic arrangement of the sum total of selected learning experiences planned by a school for a defined group of students to attain the aims of a particular educational programme". (Florence Nightingale International Foundation. Basic Nursing Education).
- 2) "a composite of the entire range of experiences the learner undergoes under the guidance of the school". (Lambertson, Eleanor. Education for Nursing Leadership).
- 3) "the planned opportunities - subject matter (body of knowledge, skills, values and attitudes) and learning activities that the faculty plan and implement in all settings (class room, laboratory, hospital, community health agency etc) for a particular group of students for a specified time period". (Heidgerken, Teaching and Learning in Schools of Nursing).

The construction of the nursing curriculum is the responsibility of the Schools of Nursing, and just as the philosophy, resources and other conditions will vary from one school to another, so will the curriculum. What will be common to all the curricula in one state or country will be the requirements which are prescribed by the statutory body (in this case Indian Nursing Council) in the form of a syllabus. The syllabus, however is the minimum required by law, and in constructing their own curricula, schools can add whatever is required to meet their own particular objectives. The curriculum therefore includes all the subject matter and experiences which a particular School of Nursing plan for its own students and which is developed by the members of its own curriculum committee. Curriculum development is an ongoing activity. Society is not static, therefore its needs are not static. Improvement in general education, changes in traditional customs, advances in Medical Science and Technology, research in nursing, faster transportation and modern information transfer techniques - all have an effect on the Nursing Education, so that constant evaluation and modification of curriculum are essential, if the programme offered by the school is to keep pace with other developments and relevant to the present day's needs.

The curriculum is based on the philosophy and purposes of the school, and its construction requires an understanding of educational psychology together with knowledge and skill in the principles and practices of Nursing Education. It should be drawn up by the curriculum committee so that all members will be familiar with its objectives, its contents, how the subjects relate to one another and how they contribute to the overall purposes of the programme. The activities of the committee can also contribute to the inservice education of the staff, particularly the junior members who neither have preparation nor experience in the field of nursing education.

### Components of a Curriculum:

1. Statement of philosophy and objectives of the educational programmes.
2. Duration of the programme showing theoretical and practical instructional hours.
3. Learning experiences for theory, practicals and clinicals.
4. Method of instruction.
5. Evaluation of the programme.

## **Steps in the development of curriculum**

The development of curriculum should follow a distinct logical pattern. The four steps in this process as identified by Ralph Tyler (Basic Principles of Curriculum and Instruction) are :

1. The establishment of the educational purposes of the school.
2. The selection of learning experiences which will achieve the purposes.
3. The effective organization of the selected learning experiences.
4. Planned continuing evaluation.

### **1. THE ESTABLISHMENT OF EDUCATIONAL PURPOSES**

The words "aims", "goals", "purposes" and "objectives" are often used interchangeably in relation to the educational purposes of a school programme and to avoid confusion, the school staff should decide on their own usage and interpretation of the terms. In this text, the word "purpose" will be used to describe the overall goals of the total educational programme and the word "objective", the breakdown of purposes into the specific goals which can be used to pinpoint the content.

There is direct relationship between the clarity of these purposes and objectives and the effectiveness of the programme. The reason for formulating objectives is to indicate what changes in behaviour are expected to bring about in student as a result of the courses being offered. Therefore, if these are not clearly stated or not stated at all - then it is difficult to select the right subject matter and clinical experiences and impossible to evaluate what has been achieved.

### **Determination of purposes and objectives**

In determining the purposes and objectives, some of the factors which should be considered are the :

1. Statement of the School's philosophy.
2. Social and health needs of the people.
3. Kind of student expected to be admitted and her/his specific needs.
4. Level of professional competence to be attained.
5. Role which the nurse, after qualifying, play in society.
6. Statutory minimum requirements and
7. Teaching, physical and clinical resources available.

### **Formulation of purposes and objectives**

The most important factor in the formulation of the purposes and objectives is that they should be clearly stated and clearly understood and accepted by all the staff. There are different ways of expressing them, but the most useful method is in terms of the changes in behaviour expected from the student. These changes may be in the domains of cognitive (knowledge), psychomotor (skill) and affective (attitude). These should be stated in relation to the part of the curriculum content for which the desired change in behaviour is to take place.

The purposes are the overall goals of the total school programme and may be formulated in a broad statement of one or two sentences. The objectives which are derived from the purposes are more specific and should be stated in such a way that they will be a guide in the construction of curriculum, and to the selection of learning experiences (both theory and practice). These will be further broken down into objectives for specific subjects, for sub topics of those subjects and for single classes, so that it should be possible to trace the relation of the objective of one lesson plan all the way through to the philosophy of the school. The relationship between the philosophy and objectives is illustrated below based on one of the examples of a statement of philosophy given in Chapter 1 e.g



| Extract from the statement of Philosophy (Chapter I)   | Extract from the purposes of the school   | Extract from the objectives of Curriculum  |
|--|---|--|
| We recognise the inter-dependence of nursing and allied professions and occupations in promoting, maintaining and restoring health and in particular, auxilliary personnel in the nursing service. | <p>The purpose is to prepare nurses to practise in first level positions in the hospital and community by means of an educational programme which will help the student to</p> <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. develop an ability to co-operte with others in the hospital and community in the care of the sick, prevention of diseases and promotion of health.</li> <li>4. ....</li> </ol> | <p>To help the students</p> <ol style="list-style-type: none"> <li>1. To acquire an understanding of the relative roles and functions of other health workers in the hospital and community.</li> <li>2. To develop an ability to communicate effectively with others, and</li> <li>3. To acquire knowledge of the role and functions of auxiliary nurse-mid-wives.</li> </ol> |

It can be seen from this example how the objectives give a definite guide to the selection of subject matter and practical work which must be included in the curriculum so that the required learning can take place. It can also be seen how the objectives can be used to evaluate the programme.

## 2. THE SELECTION OF LEARNING EXPERIENCES

The selection of learning experiences is, broadly speaking, deciding on what will be the content of the curriculum. The use of the term "learning experience" instead of curriculum content is however, preferable as it implies the involvement of the student. A learning experience is something in which the student actively participates and which result in change of behaviour. There are desirable and undesirable learning experiences. In an educational programme, a desirable experience is one which results in a change of behaviour (in terms of knowledge, skills and attitude) outlined in the objectives of the programme. The teacher should select only experiences which will result in desirable outcomes in both the hospital and community.

The kind of learning experience which the student will require will depend on the objectives of the curriculum. For example to continue the illustration given above, the objective "to develop an ability to communicate effectively with others" will require, that the student be given experience (practice) in : skilful listening, accurate recording, written and oral reporting, interpreting written material, organising material and writing effectively, taking part in formal and informal group discussions with students of other disciplines, creating a desirable learning climate etc. The subject matter which would be required to support this experience would be methods of communication, language of instruction (depending on fluency of students), principles of reporting and recording, principles of group discussions, interpersonal relationship and committee procedure. In selection of learning experience, which should constitute the total curriculum, each of the objectives should be studied as illustrated above and subject matter and experience required should be selected. These should then be systematically organised into a curriculum.

### In selection the following principles should be observed

- a) The learning experience should be one which will give the student an opportunity to practice the kind of behaviour implied in the objective. For example, if the objective is "to help the student acquire an understanding of growth and development of the normal child", the learning would be acquired by experience in a well baby clinic, creche or nursery school rather than in a paediatric ward.
- b) The learning experiences should be in keeping with the student's ability to undergo the desired change of behaviour and not beyond her particular stage of development.



- c) The learning experience should be adapted to the needs of the student so that she will obtain satisfaction from behaving in the manner implied in the objective.

Also it is to be noted that a single objective can be achieved through a variety of learning experiences for example "skill in verbal communication can be achieved in group discussions, case conferences, counselling, reporting and in many other ways. Conversely one learning experience may meet several different objectives. Using the sample example as in (a) above, as the student is acquiring an understanding of growth and development of the child, she will also acquire a knowledge of services provided for children.

### 3. THE ORGANISATION OF LEARNING EXPERIENCES

#### Grouping learning experiences under subject headings

When all the learning experiences have been selected, the next step is to organize them in such a way that the student will receive the maximum benefit. There are many theories regarding the most effective method of organising the curriculum, and it rests with the individual school of nursing to make their own choice. In the past the syllabus prescribed by Indian Nursing Council consisted of a list of subjects, which included anatomy and physiology, nutrition, microbiology, principles and practices of nursing, medical surgical nursing, midwifery and subjects specially included to promote professional understanding. More recently the subject headings have been expanded to include more of the physical, biological and social sciences, maternal and child health, psychiatric nursing, community health nursing, research methodology and a subsequent reorganisation and expansion of the learning experiences have taken place. There are several other ways of organising learning experiences which can be explored and tried out by individual schools, but this practice of grouping them under subject headings is a method of organisation which is extensively used. The subjects and the clinical experience related to the subjects together provide the desired learning experience for the subject.

Subjects may again be grouped under major headings in any one of a number of combinations and the example which follows is that listed in the present syllabus of the Indian Nursing Council:

|  |   |
|--|---|
| Bioscience                             | Anatomy & Physiology, Microbiology  |
| Behavioural sciences                   | Psychology and sociology, Health economics  |
| Fundamentals of nursing                | Fundamentals of nursing, First aid and personal hygiene   |
| Community Health Nursing I & II        | Community Health Nursing, Environmental Hygiene, Health education and Communication skills, Nutrition.                          |
| Medical Surgical Nursing I & II        | ( Including pharmacology and specialities)  |
| Mental health & Psychiatric Nursing    |   |
| Midwifery & Gynecology                 |   |
| Paediatric Nursing                     |   |
| Computer Education                     |   |
| English                                |   |
| Professional Understanding             | Professional Trends and Adjustment  |
| Administration, Education and Research | Administration and ward management Introduction to Research, Educational Methods and media for teaching in practice of nursing. |

#### Placement

When the broad plan for the organisation of learning experiences has been decided upon, the next step is their placement in the total curriculum. They have to be distributed throughout the period of course in such a way that the principles of sequence and integration are observed.

Sequence entails the placement of content so that there is gradual progression from the simple to the complex and from normal to abnormal. For example, the teaching of the basic principles of



psychology early in curriculum will help the student in her first year to understand the normal reactions of any patient admitted to hospital and teaching of more complex subject matter in relation to psychiatric nursing later on will be based on her previous learning of normal human behaviour and will, in turn, prepare her to understand the abnormal behaviour of the mentally ill. Similarly the development of an ability to accept responsibility can be started early, with the student taking a degree of responsibility for her own health by maintaining a personal health record, then progressing to being responsible for the elementary nursing care of one or two patients during the early months of her training, then responsible for the total nursing care of several patients, until by her final year, she is introduced to responsibilities of ward management.

Integration requires that subjects and experiences which relate or contribute to the learning of one another should be so placed (horizontally) in the curriculum that it is possible for the student to put together all she learns into a unified, meaningful whole. For example, "food chemistry", "the functions of the digestive system", "principles of nutrition" and "pharmacology related to digestive system" complement one another and should be taught at the same time.

#### **4. GENERAL PLAN OF THE CURRICULUM**

The actual mechanics of carrying out this organisation may be simplified by preparing a general plan which will show at a glance the placement of subject matter and clinical experience. Certain blocks of clinical experience will be statutory requirements; it may be found easier to arrange these first in an educationally sound sequence and then fill in such other clinical experiences as are required to meet the objectives of the school. The subject matter teaching necessary for each of the clinical experience can then be charted with each experience. To this general plan may be added the number of hours to be spent in planned instruction and in clinical experience per week per month. The number and distribution of hours will depend on time required for an effective achievement of the objectives outlined in the curriculum. These will also be affected by the minimum hours required by the Indian Nursing Council.

Sample of a general plan of the curriculum & rotation plan is illustrated in Chart 3 which gives a broad picture of the total programme. The following are some of its main features :-

- 1) It shows the relationship between classroom teaching and clinical experience.
- 2) Each area of clinical experience is indicated by a code, to which a guide is attached.
- 3) The period of clinical experience vary in length each year, but the total duration of such experience is the same for all the students.
- 4) Students of one class are divided into groups and rotated through the same clinical areas.
- 5) As it is not possible to repeat lectures before clinical placements to each group, provision is made for teaching towards the end of first academic year and end of second academic year the subjects for which clinical experiences is given in the beginning of second and third year. Specific theory related to specific placement can be given at the time of placement.

#### **Correlation Chart**

From the general plan the various subjects with more detailed outlines prepared by the respective tutors can be set out in a correlation chart, indicating what will be taught each week (or month) of each year and as far as possible correlating one subject with another as they are developed. Complete correlation is not always possible but if every effort is made to achieve it while planning the curriculum, the teaching staff will be in a position to know what the students have or have not been taught in other classes and can adapt their teaching accordingly.

#### **5. ORGANISATION OF CLINICAL EXPERIENCE**

The plan for clinical experience which is illustrated in the general plan shows how one class can be divided into a number of groups, depending on the size of the class and the number of students the

clinical area can accommodate at one time. The following principles are followed in carrying out a rotation plan.

- 1) Each block of clinical experience being used in the rotation should be of the same duration.
- 2) Each student must rotate through each block. No block can be missed by students as the blocks have been planned to provide altogether the experience required to meet the objectives of curriculum.
- 3) All students should enter and leave the block at the scheduled times so that the rotation plan can operate efficiently and the teaching within the block carried out.
- 4) Each block of experience can be further subdivided so that students can be rotated through a series of related experiences within the block.
- 5) A block may consist of two or three unrelated experiences which have been fitted in to make up the requisite length of the block to facilitate the rotation. For example one week each in ENT ward, Casualty, Ophthalmology ward, Communicable diseases ward and Skin and V.D Department in a 5 week block.

To illustrate the above principles, a sample rotation plan has been drawn up for the second year clinical experience (shown in chart 3) and is given in chart 4.

## **6. TEACHING SYSTEMS**

One of the factors which influence the organisation of the curriculum is the teaching system which is adopted. There are three methods commonly used in India, each of which has its own particular advantages.

1. Teaching block
2. The study day system
3. Daily classes

### **Teaching Blocks**

The teaching blocks are part of the total block system of training. It may be scheduled during a block of clinical experience to provide the instruction related to those experiences or may be strategically placed at intervals throughout the curriculum so that instruction relates to current clinical experience and to new blocks of clinical experience for which the students are due to be posted. It may also be used for review and evaluation. The advantages of this system are as follows:

- a. The students are freed from ward responsibilities while having a concentrated period of instruction.
- b. Classes can conveniently be given to the whole group.
- c. Curriculum planning is facilitated and planning of correlated teaching made easier.
- d. Students can have uninterrupted periods of clinical experience.
- e. Ward administration is made easier when students do not have to leave the ward daily to attend classes.
- f. Attention is drawn to the educational status of the student, although she does not necessarily spend any less time in the wards.

When block system of teaching is used it is desirable that the school maintain contact with the students when they are not in the teaching block, by means of holding weekly or biweekly classes.

### **Partial Block System**

This is the modification of the block system which can be used instead of block throughout the course or can replace the full block at particular times. In this system the students may be in the



## **Partial Block System**

This is the modification of the block system which can be used instead of block throughout the course or can replace the full block at particular times. In this system the students may be in the teaching block each morning for two to three weeks and in the clinical area each afternoon. When the partial block system is used, more daily lectures will be required to cover the course.

## **Study Day System**

The study day is literally a complete day spent by the student each week studying in the school instead of having one class each day. A different day of the week is assigned to each group of students except for those who are affiliated outside, who will have any required instruction at the institutions to which they are affiliated.

For example, in a school admitting 30 students once a year, variations of the following pattern could be used.

|                               |   |           |
|-------------------------------|---|-----------|
| 1 <sup>st</sup> year students | - | Monday    |
| 2 <sup>nd</sup> year students | - | Tuesday   |
| 3 <sup>rd</sup> year ½ group  | - | Wednesday |
| 3 <sup>rd</sup> Year ½ group  | - | Thursday  |
| Interns                       | - | Saturdays |

## **Daily Classes**

If none of the above systems is used, the fourth possibility is holding single classes, daily or several times per week. During the first year and second year frequent scheduling of classes will be required to cover the curriculum but sometimes, problems arise when a number of students have to be relieved on time from different wards. However, when the schedules are planned with a view to service needs and normal ward routine, it is possible to arrange timings which are reasonably convenient to the ward, school and the student. Daily classes will still be necessary now and then during the course, even when the other two systems are operating, but will not be required frequently.

## **Staff involvement in Curriculum Planning**

Organisation of curriculum requires sufficient time and careful planning (a) on the part of individual staff member, in analysing their own particular subjects to enable correlation of the teaching with other subjects and (b) on the part of the curriculum committee, to organise all the learning experiences planned by individual tutors into an integrated whole. However when this is done and all the members of the committee are conscious of the educational principles on which the curriculum is based, there is bound to be a greater appreciation by both service and teaching staff of the importance of adhering to the planned schedule of classes and the planned posting of students to the related clinical areas for practical experiences.

When a new school of nursing is being started, it is of paramount importance that the teaching staff be appointed atleast six months ahead of the date on which students are to be admitted so that the curriculum may be planned and will be ready for implementation.

## **SUGGESTED REFERENCES**

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Tyler, Ralph, Basic principles of curriculum and instruction, Chicago University Press, Chicago, 1953.

SAMPLE OF A GENERAL PLAN OF THE CURRICULUM SHOWING  
THE RELATIONSHIP BETWEEN CLASSROOM TEACHING AND  
CLINICAL EXPERIENCE FOR SCHOOLS WHERE TEACHING  
BLOCK IS NOT IN PRACTICE

| CLASSROOM TEACHING  | PROFESSIONAL | 1st YEAR             |   |   |  |   | 2nd YEAR |    |    |   |   | 3rd YEAR |     |   |  |     | INTERNSHIP |     |     |   |  |
|---------------------|--------------|----------------------|---|---|--|---|----------|----|----|---|---|----------|-----|---|--|-----|------------|-----|-----|---|--|
|                     |              | Basic subjects       |   |   | Subjects necessary for second year clinical experience |   |          |    |    | Subjects necessary for third year clinical experience |   |          |     |   | Subjects preparing for professional status |     |            |     |     |   |  |
|                     |              |                      |   |   |  |   |          |    |    |   |   |          |     |   |  |     |            |     |     |   |  |
|                     | Cultural     | Music, Language etc. |   |   |  |   |          |    |    |   |   |          |     |   |  |     |            |     |     |   |  |
| Hours/ Weeks        |              | 1                    |   |   |  |   |          |    |    |   |   |          |     |   |  |     |            |     |     |   |  |
| CLINICAL EXPERIENCE | GROUP1       | M                    | S | M | S  | C | M        | S  | SP | Psy   | C | OBG      | Pd  | C | M  | S   | OBG        | Pd  | Psy | C |  |
|                     | GROUP2       | S                    | M | S | M  | C | S        | SP | M  | Psy   | C | Pd       | OBG | C | S  | OBG | Pd         | M   | Psy | C |  |
|                     | GROUP3       | M                    | S | M | S  | C | SP       | S  | M  | Psy   | C | OBG      | Pd  | C | OBG  | Pd  | M          | S   | Psy | C |  |
|                     | GROUP4       | S                    | M | S | M  | C | SP       | M  | S  | Psy   | C | Pd       | OBG | C | Pd   | M   | S          | OBG | Psy | C |  |

KEY: M - Medical Nursing    S - Surgical Nursing    C - Community Health Nursing

Pd - Paediatric Nursing    Psy - Psychiatric Nursing    SP - Speciality

OBG - Midwifery and Gynaecological Nursig    1 - Class Hours    2 - Clinical Experience Hours



# CLINICAL EXPERIENCE & TEACHING BLOCK ROTATION PLAN

## SECOND YEAR

| JANUARY |                |    |     |   |   |   |    |     |    | DECEMBER |     |     |     |     |                        |   |   |   |   |
|---------|----------------|----|-----|---|---|---|----|-----|----|----------|-----|-----|-----|-----|------------------------|---|---|---|---|
| WEEKS   | 8              | 4  | 4   | 2 | 4 | 2 | 2  | 2   | 4  | 5        | 6   | 4   | 3   | 4   | VACATION               |   |   |   |   |
| GROUP 1 | TEACHING BLOCK |    |     |   |   |   |    |     |    |          | M   | S   | (N) | (N) | P                      | Q | R | U | T |
| GROUP 2 | S              | S  | (N) | M | C | C | OT | ICU | M  | OT       | PSY | PSY | PSY | PSY | EXAMINATION            |   |   |   |   |
| GROUP 3 | M              | M  | (N) | M | C | C | S  | S   | OT | OT       | PSY | PSY | PSY | PSY | STUDY & CLINICAL FIELD |   |   |   |   |
| GROUP 4 | S              | OT | OT  | C | C | C | M  | M   | S  | ICU      | PSY | PSY | PSY | PSY | STUDY & CLINICAL FIELD |   |   |   |   |

### KEY

M - Medical Nursing  
S - Surgical Nursing  
C - Community Health Nursing  
PSY - Psychiatric Nursing  
ICU - Intensive Care Unit

### OT - Operation Theatre

(N) - Night Duty  
P - Casualty  
Q - Skin & VD  
R - Communicable Diseases  
U - ENT  
T - Ophthalmology





## **CHAPTER – 5**

# **EVALUATION**

**EVALUATION OF TOTAL PROGRAMME – EVALUATION OF CURRICULUM- EVALUATION OF STUDENT PERFORMANCE – INTERNAL ASSESSMENT.**

### **INTRODUCTION**

Evaluation is a continuous and ongoing process of finding out whether what was expected, desired or aimed at has been achieved or not. In general, it depends on the development of a critical approach to all activities, based on a clear understanding of the purposes at the outset and thereafter on evaluation of the results of the programme on a continuous basis. Evaluation can be carried out by using various methods but the methods to be used depends on what is to be evaluated.

### **1. EVALUATION OF THE TOTAL PROGRAMME**

Evaluation of the programme ensures that the total school programme keeps up with the, changing needs of the society, trends in the profession, and innovations in the medical and related fields.

The following are some of the components of the total programme which should be evaluated.

1. Philosophy and general purposes of the school.
2. Objectives of the educational programme.
3. Methods of selection of students.
4. Financial provision
5. Methods of selection and recruitment of staff.
6. Physical and clinical facilities available.
7. Accommodation facilities for teachers and students.
8. Provisions made for welfare programme for staff and students.
9. General administration of the school.
10. School records and reports and the system of maintaining them.
11. Curriculum.
12. Evaluation methods and means used to evaluate the programme and students learning.
13. System of teaching
14. Co-curricular activities and their provisions.

The persons responsible and relevant committees should keep most of these aspects under review and make necessary modifications in the programme, as and when considered necessary.

### **2. EVALUATION OF THE CURRICULUM**

Evaluation is the fourth step in the development of the curriculum. The process of evaluation is not confined to the actual curriculum committee but extends to all staff who are directly or indirectly involved in the implementation of the curriculum throughout the duration of the curriculum. They are invested with the responsibility of evaluating the subject matter, activities and resources to their specific subjects and should submit the reports to the committee whenever necessary to make a positive and constructive contribution to the evaluation of the total curriculum.

### **a) Evaluation by the curriculum committee**

The curriculum committee meets regularly throughout the year, but should meet annually or at the very least biennially for the particular purpose of evaluating the curriculum as a whole. Such periodic reviews give an opportunity for making changes within the existing structure so as to make the curriculum more effective and points the way to desirable major changes at future dates.

When the committee meets, each part of the curriculum and the curriculum as a whole should be reviewed in relation to the purposes and objectives of the school programme. All persons who are not on the committee but who are actively involved with the students learning, such as external lecturers, nursing service staff and representative of the student body, should be invited to give comments. A periodic review of the performance of former students after appointment and comments of their employers also make useful contributions to the evaluation of the curriculum.

When the school decides on a major revision of the curriculum, more time will be required. A period in the school year should be selected when teaching staff will be free to devote a reasonable amount of time to start planning and building up of a revised curriculum, after which staff members individually or in groups, can concentrate on the development of specific sections. Sometimes it is advisable to phase the implementation of a new curriculum over a number of years so as to avoid confusion and give time for the staff to gain any additional competence required and for the necessary resources to become available.

### **b) Evaluation of specific subjects**

The teaching staff should review their own subjects before the time set for the evaluation of the curriculum by the committee. In this respect it is helpful to keep notes throughout the year on the strengths and weaknesses in the teaching of each subject. Suggestions of students can be obtained on completion of the course and, at the time of the review, to prepare a report for presentation at the meeting.

The following are some of the factors which may be considered when making this type of subject evaluation :

Were the overall objectives of teaching the subject met? If not, why not?

Was the subject matter :

- Relevant to the learning desired?
- Too detailed ?
- Too superficial ?
- Well grouped into units of learning ?

Hours : Were these too many? too few ?

Were the methods of teaching which were used effective?

If an external lecturer participated,

- Was he effective?
- Sufficiently aware of the objectives?
- Interested?
- Asked for his comments?

Was the placement of the subject in the total curriculum satisfactory?

Is there any other subject, a prior knowledge of which would have promoted better learning in this subject area?

Was the subject matter and learning opportunities in the clinical area well co-related?

Was the period of clinical experience adequate? Too long? Too short?

Is there a parent hospital or did its absence affect the clinical learning?



What reports and comments were made by the staff of the units in which clinical experience was provided?

What comments were made by the students?

How did the students perform in written test and other forms of evaluation?

How did they compare with previous groups?

Were the teaching equipments and teaching aids satisfactory?

Were library facilities satisfactory? If more text books or reference material are considered necessary, what can be recommended?

Does the tutor or any other staff involved in the teaching of this subject feel ineffective in any way?

Is any particular inservice programme desired?

What suggestions will be placed before the curriculum committee when it meets?

Curriculum evaluation is a time consuming but rewarding activity. The effectiveness of repeated and continuing evaluation will be seen in the progress that successive groups of students make towards professional competence and personal growth, and in the general improvement in the quality of education and reputation of the school.

### **3. EVALUATION OF STUDENT PERFORMANCE**

Evaluation of the student's performance is an ongoing activity. The important aspect of evaluation of student performance is exploration and discovery. The teacher should determine the capabilities, tendencies, interests, attitudes, needs, purposes, aptitudes and the likes of each student. These should reach out into the realms of the intellectual, emotional, social, economic, religious and domestic phases of life. The principle of individual differences needs to be kept constantly in mind whenever the student's performance evaluation is made e.g. A first year student will not be able to handle nurse - patient relationship as well as the senior students but will be required to establish such relationships and will be evaluated on them.

Evaluation of the student calls for a variety of methods, both formal and informal. Formal means are relatively uncomplicated and objective, but informal means are influenced to a varying degree by the evaluator's own personality, beliefs and attitudes. To minimize this and to achieve objectivity, various tools for the measurements of activities can be devised and applied by the staff in their respective subjects. Also a decision must be made by the teaching staff as a whole with respect to their particular abilities to be evaluated, so as to achieve uniformity throughout the school.

#### **a) Abilities to be evaluated**

The school of nursing preparing professional practitioners of nursing must be concerned with the development of a nurse who will be interested in the health and the related aspects of community and will assume responsibility for contributing towards the improvement of the health of the community as well as individuals to whom she may give nursing care. This means the school must provide opportunities for the development of knowledge, skill and attitude to make this possible. So the student's performance should be evaluated on all these aspects.

The way in which student's performance will be evaluated in any subject is decided before the course is actually started and each teacher will be using evaluation methods of her choice in her own subject. However the overall abilities which is desired for the student to develop are determined by the general objectives of the course and are common to all subjects. So each teacher should have a blue print which can apply to her/his own subject and use as a basis for planning the evaluation tool.

Sample statement of abilities for use as a blueprint for evaluation of student's clinical performance.

The student ;

- a) Recognises the patient's needs and problems.
- b) Plans nursing care using nursing process



- c) Is able to apply the scientific principles in nursing.
- d) Demonstrates understanding of diagnostic procedures and tests performed on the patient.
- e) Provides clean and safe environment for the patient.
- f) Correlates theory and practice while carrying out care
- g) Uses all opportunities for health teaching.
- h) Implements care planned and evaluates care given
- i) Observes, records and reports accurately
- j) Maintains good interpersonal relationships
- k) Observes punctuality and is well groomed
- l) Accepts correction gracefully
- m) Communicates effectively
- n) Appreciates and respects institution's policies.

Two sample clinical evaluation proformas are given at the end of this chapter as Charts V & VI.

### Evaluation Methods

Examination helps to assess learning. Good tests need to be devised after careful thought and planning either before a course begins or well before examination. It should test the objectives logically and systematically. A good examination planning need to have a blue print or table of specifications. A blue print gives the content (behaviour and objectives) and the level of knowledge to be tested. A blue print can be prepared based on the Bloom's Taxonomy of Educational objectives (cognitive, psychomotor and affective). Bloom rated knowing on six levels i.e., knowledge, comprehension, application, analysis, synthesis and evaluation. Questions need to be weighted at the higher levels of knowing. Once an evaluation plan is made next step is to decide on the details of the method selected. Table below shows a sample blue print.

### Test Blue print for the unit on Gastro Intestinal System (Anatomy and Physiology)

| Content   | Level of knowing            |             |                                    |            |             |   |
|---|-----------------------------|-------------|------------------------------------|------------|-------------|---|
|   | Knowledge and comprehension | Application | Analysis, synthesis and evaluation | Percentage | Total Items | Type of Questions   |
| Structure and functions of organs of digestion and accessory organs | 12                          | 6           | 2                                  | 40         | 20          | Essay – 2<br>Short answer –6<br>MCQ (Objective type) – 12 |
| Process of digestion and absorption                                 | 6                           | 3           | 1                                  | 20         | 10          | Essay –2<br>Short answer –2<br>Objective type –6          |
| Metabolism of food constituents                                     | 12                          | 6           | 2                                  | 40         | 20          | Essay –2<br>Short answer 6<br>Objective type-12           |
| Number of items   | 30                          | 15          | 5                                  | -          | 50          |   |
| Percentage  | 60                          | 30          | 10                                 | 100        |             |   |

### b. Methods of evaluation

Written tests may be of essay type or objective type, and good questions of both types are useful in evaluation. It is important to remember that as an evaluator you may evaluate a nursing student or a practising nurse as a person and also her performance. The person and the performance are



interrelated because to evaluate a person one must evaluate her through her performance only. But in one instance, the emphasis is on the person, and in the other it is on the performance. To improve excellence in performance, the person has to strive hard to improve.

The method of evaluation used in nursing should be such as to assess the knowledge, attitude and skill of a nursing student. For each of these, different methods can be used. The common methods used for assessment of knowledge are:

### Tests

- a) Objective Type
  - Multiple choice type
  - Matching type
  - True –false
  - Fill in the blanks
  - Sentence completion etc.
- b) Subjective Type
  - Essay type
  - Descriptive – narration type
  - Comparison
  - Amplification
  - Precis writing
  - short notes
- c) Problem solving type
  - Situational

The methods used for assessment of attitudes are :

- a) Interview
- b) Assignments
- c) Communicative records
- d) Anecdotal records
- e) Observation during performance
- f) Critical incident technique
- g) Discussion

The methods of assessing skills

- a) Observation check lists – against set standards and performance indicator
- b) Rating scale
- c) Anecdotal records
- d) Cumulative records
- e) Critical incident technique

### c. General Principles of test construction

The teacher should keep the following points in mind while constructing tests.

- a) Decide on the purpose of the test
- b) Make sure that all important content areas are covered
- c) Decide on the types of items and total number of items for the test and allot time appropriately
- d) Prepare the test in advance, have the items examined /Critiqued by one or more teachers in the school.
- e) Ensure that the test items should measure the levels of objectives in appropriate proportions.
- f) Ensure that each item in the test is independent.
- g) Avoid 'tricky' and 'catchy' questions.
- h) Arrange the test items in ascending order of difficulty
- i) Avoid regular sequence in the pattern of responses

- j) Provide clear, complete and concise direction to students, using simple and un-ambiguous language
- k) Prepare surplus test items
- l) Prepare answer keys and scoring rules before the actual scoring begins.
- m) Maintain confidentiality

#### **d. Tests to assess knowledge**

The common types of tests used to assess knowledge are :

- Essay type test
- Short answer type test
- Objective type test

##### **1. Essay type test**

Essay type test consists of questions for which the student prepares her own answers. The teacher marks them according to how she considers the student meets the criteria which have been laid down at the time of setting the paper in addition to the content. The essay type tests also evaluate the points like handwriting, spelling, neatness, organisation, ways of expressing ideas etc. and hence a degree of subjectivity is inevitable.

The advantages of essay type tests are :

1. Tests the ability to communicate in writing.
2. Tests depth of knowledge and understanding.
3. Provides an opportunity to the student to demonstrate her ability, to organize ideas and express them effectively.
4. Takes comparatively shorter time for the teacher to prepare the test.

The disadvantages of this type of tests are :

- a) Lacks objectivity
- b) Covers only a limited field of knowledge in one test
- c) Provides negligible feed back
- d) Takes a long time to score
- e) Presents difficulties in obtaining consistent judgement of performance.

##### **2. Short Answer Type test**

In this type, the student responds by selection of one or more of several given alternatives by giving or filling in a word or phrase.

Principles :

1. As far as possible use action oriented precise verbs.
2. Each item should deal with important content area
3. Keep the question as long as possible but make the answer short.
4. Use precise, simple and accurate language in relation to the subject matter area.

Advantages of this type of tests are that it is :

- a) Easy to score
- b) Reliability is there and the response is quick



Disadvantages of this type of tests are:

Difficulty in construction of reliable items; it is costly to prepare these tests and it takes more time to construct the test.

### **3. Objective type test**

They are a set of standardized stimuli that elicit samples of behaviour. It measures application of scientific principles and different abilities as well as factual knowledge.

#### **Advantages**

1. Reliable, valid, objective and practicable.
2. Precise, brief and clear
3. Can assess the intellectual ability of students.
4. It is easy to cover a large area of study subject
5. A large number of students can be tested at a time
6. It is economical in terms of time and effort to score the item
7. Computer technology can be used

#### **Disadvantages**

1. Takes a lot of time and effort in preparing the test
2. Provides little or no opportunity for measurement of students ability to organise the answer.
3. More stationery is needed
4. Permits a degree of guessing if not taken special care of.

There are a number of objective type tests, and the most common types are given below. The way in which the student is to indicate the correct answer should be stated clearly at the beginning of each test.

#### **Types of objective type tests**

- 1) Multiple choice items (MCQ)
- 2) Matching type items
- 3) True and false items
- 4) Sentence completion items.

#### **Multiple choice items**

They are the most reliable ones and consists of 2 parts

1. The stem – which presents the problem
2. The options – which gives list of possible/correct answer/list of possible distractors.

#### **Directions for preparation**

- 1) There should be enough content in the stem with distractors as small as possible.
- 2) Use positive statement in the stem. Use capital letters or underline if negative statements are used.
- 3) There should be only one correct and best answer
- 4) Avoid using the words "all the above" or "none of the above"
- 5) Provide a blank space or a separate answer sheet against each item for writing the number.
- 6) Arrange the distractors with no pattern evident about correct answer
- 7) Have 4 to 5 distractors only

### **Matching Type Items**

In matching type items, there is a set of response column and another set called stimulus column. The items of one list have to be matched with the appropriate item in the other column. It is suitable for measuring factual information.

#### **Directions for preparation**

1. The items in the set should be of the same kind or nature.
2. The number of choices may be more than the required answer
3. Limit the number of items to about 10
4. Make relatively several short matching items
5. Preferably keep the two columns on the same page
6. Give headings to both columns
7. Items in one of the two columns should be listed in a logical order
8. Clear cut directions should be given regarding columns to be matched
9. No answer choice should be used more than once

### **True and False Items**

In this type the student is asked to tick or mark or write True or False as the case may be. These are easy to prepare, takes much less time than multiple choice.

#### **Directions for preparation**

1. Give single idea only in the statement
2. Write clear and direct statements
3. Avoid using clues like "should", "always", "may" etc.
4. Avoid "tricky" and catchy items.
5. Determine the order of true and false by chance

Since this type of test allows a degree of guessing, negative marking can be used by subtracting the number of wrong answers from the number of right answers and not counting those questions which were not answered. This can encourage the student not to guess if the answer is not known.

#### **Other methods of evaluation**

##### **1. Ward Sister's Report**

The report of the ward sister or clinical instructor which may be required both during and on completion of a block of clinical experience by the student is a particularly valuable one as she is in a position to observe the student over a fairly long period of time and at different hours of the day. The evaluation form which she uses will need to be fairly comprehensive giving a guide to the nature of the content. The design of the form and the abilities to be listed should be decided by individual schools. It is also helpful in some instances to give an explanation of some of the abilities to be evaluated.

For example:

"Appreciation of the patient as an individual". This can be elaborated as follows to help the sister in this evaluation

- a) Considers the patient as a person
- b) Considers the patients cultural background and customs
- c) Is aware of the adjustment patient has to make to hospital life
- d) Understands his concern for his family



- e) Respects his right to privacy
- f) Is considerate and kind in her approach

This report on total performance will be more accurate if the teaching staff work closely with the ward sister. The ways in which such a relation can be made are:

- a) Participation of the ward sister in the formulation of the objectives of the student's clinical experience in her area.
- b) Preparing and making available a statement of the level and extent of performance which can be expected of the student at different stages in the course.
- c) Inviting representatives of the ward sister group to be on the curriculum committee and in faculty meeting in turn.
- d) Holding regular discussions with the ward sister regarding student's performance and consulting her when any change of assignment is necessitated.

Teaching staff should also co-operate with ward sister and other staff at all times in activities which will lead to improvement in patient care such as carrying out studies and assisting in the inservice education. Good co-operation and co-ordination between nursing service department and the school will promote better education and service.

### **1. Self evaluation**

The student will be involved in evaluating her own performance especially in the clinical area, through regular counselling. More formal self evaluation may be organized by giving her an evaluation form before starting a new block of experience which will state the objectives of the experience and the learning situation planned and she evaluates how the objectives have been met. This is useful to both the student and tutor in evaluating the performance and also the clinical experience planned.

### **Internal assessment**

In order to encourage continuous learning and steady progress throughout the course, the system of awarding internal assessment is followed by the council for theory and practical papers. The Indian Nursing Council recommendations regarding internal assessments are given in details in the syllabus and regulations which specifies that:

- 1) There shall be 25% internal assessment for all theory papers and 50% for all practicals.
- 2) A regular and periodic assessment for each subject and clinical /field experience is to be carried out.
- 3) For the purpose of internal assessment, there shall be written tests for each subject taken by the respective teachers each month.

The students are required to maintain the practical record and observation visits report and diary for assessment by the teachers. The regular records of assessment made by the teachers duly signed by the principal for each student can be checked by the Council / Board. An average of the assessment throughout the academic year shall be submitted to the Council / Board by the Principal along with examination forms, one month before starting the examination. This shall be displayed on the Notice Board for the information of the students. For a student who is to reappear in supplementary examination, her fresh internal assessment in the failed subject(s), practical(s) is to be sent to the Council / Board.

### **SUGGESTED REFERENCES**

Heidgerken, L.E. Teaching and Learning in Schools of Nursing, Konark Publishers Pvt. Ltd., Delhi, 1998.

KEY : 5 – Excellent ; 4 – Very good, 3 – Good, 2 – Satisfactory / Fair , 1 – Poor

- a) 5 – Excellent  
Excelling in performance or behaviour, above most of the others in comparison, very high standard
- b) 4 – Very good  
Very good in performance or behaviour, very good in comparison to others, very good standard
- c) 3 – Good  
In excess rather than lacking or deficient, able, competent, skillful, good standard
- d) 2 – Satisfactory / Fair  
Free from marked merit or defect, of a reasonably good quality or standard of degree, ordinary satisfactory, adequate, normal
- e) 1 – Poor  
Less than average, inferior standard, unsatisfactory, less than desirable, unreliable

#### Grading

|                    |               |
|--------------------|---------------|
| Excellent          | 80% and above |
| Very Good          | 70% - 79%     |
| Good               | 60% - 69%     |
| Satisfactory/ Fair | 50% -59 %     |
| Poor               | Below 50%     |



## EVALUATION PROFORMA FOR CLINICAL EXPERIENCE

Name of the Student : .....

Year .....

Department / Ward ..... Dates of Posting / Month.....

| No.  | Areas of Evaluation  | 5 | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|---|
| A    | Personal/Attitudes   |   |   |   |   |   |
| A.1  | Wears Clean and tidy Uniform well groomed, cheerful and pleasant and maintains good posture.             |   |   |   |   |   |
| A.2  | Punctual   |   |   |   |   |   |
| A.3  | Maintains good interpersonal relationship with seniors and co-workers.                                   |   |   |   |   |   |
| A.4  | Accepts suggestions and correction graciously.   |   |   |   |   |   |
| A.5  | Takes initiative in learning more/and keeps her up to date   |   |   |   |   |   |
| A.6  | Takes responsibility for her own health  |   |   |   |   |   |
| A.7  | Appreciates and respects institutions policies   |   |   |   |   |   |
| A.8  | Seek help when needed?   |   |   |   |   |   |
| A.9  | Trustworthy and honest?  |   |   |   |   |   |
| A.10 | Courteous and gives due respect to all?  |   |   |   |   |   |
| B.   | Knowledge and Understanding  |   |   |   |   |   |
| B.1  | Recognition of patients need and understanding their problems  |   |   |   |   |   |
| B.2  | Planning nursing care  |   |   |   |   |   |
| B.3  | Understanding and application of scientific principles   |   |   |   |   |   |
| B.4  | Understands the various diagnostic procedures and tests performed on the patient and their significance. |   |   |   |   |   |
| B.5  | Reports records accurately and neatly  |   |   |   |   |   |
| C    | Skills   |   |   |   |   |   |
| C.1  | Provides clean and safe environment for the patient  |   |   |   |   |   |
| C.2  | Able to co-relate theory with practice   |   |   |   |   |   |
| C.3  | Carries out treatment and nursing care techniques accurately and promptly                                |   |   |   |   |   |
| C.4  | Makes best use of available resources?   |   |   |   |   |   |
| C.5  | Use all opportunities to give health teaching?   |   |   |   |   |   |

Total Marks .....

General Remarks .....

Comments if any by the student .....

Signature of Student .....

Signature of Teacher ...../Sr. Incharge

## CLINICAL EVALUATION

Student's name: \_\_\_\_\_ Hospital \_\_\_\_\_ Period under

Evaluation \_\_\_\_\_

Batch and year \_\_\_\_\_ Ward \_\_\_\_\_

|   |   | PERFORMANCE LEVEL |                     |                        |                  |         |  |
|---|---|-------------------|---------------------|------------------------|------------------|---------|--|
|   |   | Standard met      | Standard almost met | Standard partially met | Standard not met | Remarks |  |
| I | NURSING PROCESS (Max –60)   |                   |                     |                        |                  |         |  |
| A | ASSESSMENT (12)   |                   |                     |                        |                  |         |  |
| 1 | Collects complete data about the patient  | 4                 | 3                   | 2                      | 0                |         |  |
| 2 | Identifies basic needs/problems   | 3                 | 2                   | 1                      | 0                |         |  |
| 3 | Formulates complete nursing diagnosis   | 5                 | 4                   | 2                      | 0                |         |  |
| B | PLANNING (14)   |                   |                     |                        |                  |         |  |
| 1 | Considers the patient's problems priority-wise  | 3                 | 2                   | 1                      | 0                |         |  |
| 2 | States the objectives   | 3                 | 2                   | 1                      | 0                |         |  |
| 3 | Plans suitable nursing actions for the stated problems                                | 5                 | 4                   | 2                      | 0                |         |  |
| 4 | States rationale for nursing action   | 3                 | 2                   | 1                      | 0                |         |  |
| C | IMPLEMENTATION (28)   |                   |                     |                        |                  |         |  |
| 1 | Implements nursing care competently, safely and accurately within a given time        | 5                 | 4                   | 2                      | 0                |         |  |
| 2 | Maintains safe and comfortable environment for patient                                | 4                 | 3                   | 2                      | 0                |         |  |
| 3 | Applies scientific principles   | 5                 | 4                   | 2                      | 0                |         |  |
| 4 | Meets the nutritional needs of patient as planned                                     | 4                 | 3                   | 2                      | 0                |         |  |
| 5 | Gives health instructions to patient and family as planned                            | 5                 | 4                   | 3                      | 0                |         |  |
| 6 | Accurate in recording and reporting patients information to the appropriate personnel | 5                 | 4                   | 3                      | 0                |         |  |

Contd...



|      |   | PERFORMANCE LEVEL |                     |                        |                  |         |  |
|------|---|-------------------|---------------------|------------------------|------------------|---------|--|
|      |   | Standard met      | Standard almost met | Standard partially met | Standard not met | Remarks |  |
| D.   | EVALUATION (6)  |                   |                     |                        |                  |         |  |
| 1.   | Evaluates the patient's response to nursing care  | 3                 | 2                   | 1                      | 0                |         |  |
| 2.   | Reexamines and modifies the patient's care plan   | 3                 | 2                   | 1                      | 0                |         |  |
| II.  | MEDICAL KNOWLEDGE (15).   |                   |                     |                        |                  |         |  |
| 1.   | Knows medical diagnosis for each patient cared for and able to describe predisposing factors, etiology, pathophysiology, signs and symptoms, therapeutic management and results | 6                 | 4                   | 3                      | 0                |         |  |
| 2.   | Describes the investigations done and knows the reasons, preparation, procedures and interprets the result of specific tests done for the assigned patient.                     | 4                 | 3                   | 2                      | 0                |         |  |
| 3.   | Describes and calculates the drug administered, the action, dosage, side effects of the drug and precautions to be taken  | 5                 | 4                   | 3                      | 0                |         |  |
| III. | PROFESSIONAL CONDUCT (25)   |                   |                     |                        |                  |         |  |
| 1.   | Appears well groomed and conscious about professional appearance  | 3                 | 2                   | 1                      | 0                |         |  |
| 2.   | Always punctual for clinical experience and completes all learning assignments in time  | 5                 | 3                   | 2                      | 0                |         |  |
| 3.   | Accepts responsibilities and follows rules and regulations  | 3                 | 2                   | 1                      | 0                |         |  |
| 4.   | Establishes and maintains harmonious relationship with patient's relatives, members of health team and colleagues   | 5                 | 4                   | 3                      | 0                |         |  |
| 5.   | Respects teachers and accepts constructive criticism  | 3                 | 2                   | 1                      | 0                |         |  |
| 6.   | Shows initiative for self learning  | 3                 | 2                   | 1                      | 0                |         |  |
| 7.   | Shows leadership abilities  | 3                 | 2                   | 1                      | 0                |         |  |

Maximum Marks – 100

Signature of teacher with date :

Signature of student with date :

Comments by the teacher :

A – Excellent > 85%

B – V. Good 75-84%

C – Good 65-74%

D – Pass 50-64%

F – Fail < 50%





## CHAPTER – 6

# STUDENTS

RECRUITMENT AND SELECTION – HOSTEL ACCOMMODATION, STUDENT WELFARE, STUDENT HEALTH SERVICE, COUNSELLING - STUDENT ORGANISATION STUDENT GOVERNMENT, STUDENT NURSES ASSOCIATION

### 1. RECRUITMENT AND SELECTION

#### Admission Policies:

Admission policies are based on the kind of programme being offered by the school and the kind of candidates who, it is felt, will be most likely to pursue the course of studies successfully and profitably. These policies need to be carefully formulated and made known to those concerned with recruitment and selection so that the students finally admitted will meet the requirements of the programme. Dropouts are inevitable but their number can be minimised by the formulation of policies consistent with the objectives of the programme and by adherence to these policies as far as prevailing conditions will permit. Such policies may differ from school to school but some of the points to be considered are given below.

#### Academic Qualifications

- a. 10+2 passed/Pre-degree course/HSC/VHSC or its equivalent qualifications.
- b. Students from Science discipline with aggregate of 45% marks in Physics, Chemistry & Biology are preferable.
- c. No relaxation in any of the requirements under special circumstances.

#### Personal and social fitness

- a. Age limit 17-35 years. No special consideration
- b. Each institute must conduct medical examination of candidates and only medically fit students should be admitted.

#### Others

- a. Transfer is allowed from one school to another only with sufficient reasons with permission from concerned authorities. Student shall not be allowed migration from one state to another state.
- b. There should be provision for health services for the students such as:
  1. An annual medical examination
  2. Vaccination against Tetanus, Hepatitis B, any other communicable diseases as considered necessary.
  3. Free medical care during illness
  4. A complete health record should be kept in respect of each student. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual school.

## **Recruitment**

After policies for admission have been agreed upon, the next step is to recruit the students. Recruitment is a continuous process which is carried out either at State / District / Institution level for individual schools of nursing.

### **General recruitment for nursing**

The fact that a person decides to apply to a particular school of nursing shows that she must first have become interested in nursing as a career. At this stage she will have been influenced by her parents, teachers, or friends, by her personal experience of nursing care and by the image of the nurse which she has built up. The way to attract suitable persons to the profession, therefore, is to ensure that a good impression and correct information about nursing are conveyed to the public in general.

Some of the ways by which this can be done are through talks and plays on the radio, TV, internet, feature films on nursing; by making available in public, school and club libraries, biographies and fiction on nursing subject, by publishing articles in dailies, journals which reach a wide public and also in journals and dailies brought out by particular agencies and on particular disciplines and by publication and wide distribution of pamphlets. Such pamphlets should be attractive and cheap, should be written in all languages of the region, and should contain information about different types of courses and opportunities for employment and promotion after qualifying as well as addresses from which further information may be obtained.

### **RECRUITMENT FOR INDIVIDUAL SCHOOLS OF NURSING**

After a student chooses nursing as a career, the next decision to be made is where to go for the necessary preparation and this is where individual school will reap the benefit of having an active recruitment programme. Here again, those who will influence the candidate are her parents, teachers, school counsellors and friends, they in turn will be influenced by the reputation of the school and by those who have attended it, the reputation of the hospital and the provisions made for the comfort, care and general welfare of the students. Some of the methods which may be used locally for influencing the candidates and their parents are:

- a Holding "Open days" in the hospital and school of nursing to which the public or selected sections of the public may be invited. These can range from carefully planned visits to the school of nursing for senior pupils from local schools and colleges, to extend invitations to the general public to attend fetes, exhibitions, cultural programmes and similar types of functions
- b Arranging for prize giving and farewell functions at the end of the course to which students may invite parents, external teachers and influential members of the community are also invited to participate.
- c Arranging talks by the staff of the nursing school in local schools, youth clubs and other community organisations. Use of medias like Radio and Television is very effective.
- d Displaying suitable posters in schools, hospitals and at other appropriate places.
- e Publishing articles, notices, reports and pictures of school activities in the local press
- f Publishing of a school of nursing brochure. The brochure (prospectus, calendar or catalogue) of the school of nursing should answer many of the questions of prospective candidates at the time of choosing the school and after they are admitted to it. It should also serve as a source of reference for any person including school and hospital staff, requiring general information about the school. It must be accurate, informative, easily understandable and attractively presented.



**The contents should include:**

- i. A brief history of the school – when it was started, how it developed and the present enrolment
- ii. Its philosophy and objectives.
- iii. A staff list including teaching facilities, external lecturers and non teaching staff who participate in the programme
- iv. A brief description of the course
- v. The facilities in the school, hospital and community which are utilised in implementing the course (this may include photographs)
- vi. Hostel and recreational facilities (may include photographs).
- vii. Requirements for admission, promotion and for state examinations.
- viii. Details of how and where to apply for admission.
- ix. The month when students are admitted.

**Selection**

The methods used for the selection of students should be as objective as possible and should have proved themselves to be of value and successful in identifying the kind of students wanted. Good selection is important for the reputation of the profession and of the school and will keep to minimum number of withdrawal and hence, the cost of the programme.

Selection may be carried out centrally or locally, but in either case certain policies showing the methods to be adopted will have to be agreed upon.

**Selection policies**

It varies from institution to institution. The following may be considered while deciding on the selection policies:

- a. How much and what kind of information will be obtained from the application form?
- b. How many names will students be required to furnish for references and are these required from persons of any particular status?
- c. Whether the candidate is required to forward a medical certificate with the application. If any vaccination is essential, it can be arranged by individual institution.
- d. Individual institute has to form selection committee. It must include Director of nursing / Nursing superintendent if any, Principal, Vice Principal, and seniormost tutor. A psychologist, Director of medicine/ member of trustee may be included. The Principal should be the chairperson of the committee.
- e. Interview by panel: each individual has to attend interview.
- f. Aptitude test will be ideal but it may not be possible / feasible in each institute.
- g. Admission result date should be displayed on the notice board in advance.
- h. Annual admission strength is to be sanctioned by the I.N.C.

**2. HOSTEL**

The programme is residential. There should be a separate hostel for the male and female students.

## **Accommodation**

The minimum accommodation which is required in a hostel is listed below

Bedrooms for students  
Suites for staff and for the warden  
Sitting room  
Reading – cum-study room  
Recreation room  
Visitors room  
Kitchen, Pantry, store-room  
Dining hall  
Warden's office  
Health room  
Laundry for use of students  
Pantry for use of students  
Store rooms for linen and supplies  
Luggage room  
Room for house keeping staff  
Parking area  
Sanitary annexes.

### **1. Living room / Student's room**

There should preferably be 2 students in each room, with the space of 75 sq. feet carpet area per student. The furniture provided should include a cot, a table with a book rack, a chair, a cupboard and clothes rack.

### **2. Toilets and bathroom**

Toilet and bathroom facilities should be provided on each floor of the student's hostel at the rate of one toilet and one bathroom for 2-6 students. Geysers in bathroom and hand washing facilities should also be provided.

### **3. Recreation**

There should be facilities for indoor and outdoor games. There should be provision for a Television and video cassette player.

### **4. Visitors Room**

There should be a visitors room in the hostel with comfortable seating, lighting and toilet facilities.

### **5. Kitchen and Dining Hall**

There should be a hygienic kitchen and a dining hall to seat at least 80% of the total students at one time with adequate tables, chairs, water coolers, refrigerators and heating facilities. Hand washing facilities must be also provided.

### **6. Pantry**

One pantry on each floor should be provided. It should have water coolers and heating arrangements.

### **7. Washing and ironing room**

One such room should be provided on each floor.



8. Sick room

It should have a comfortable bed, linen, furniture and attached toilet. A maximum of 5 beds should be provided

9. Room for night duty nurses should be in a quiet area

10. Prayer room

11. Guest room

12. Warden's room

Warden should be provided with a separate office room besides her residential accommodation.

13. Canteen

There should be provision for a canteen for the students, their guests, and the teaching staff.

14. Transport

School should have separate transport facilities under the control of the principal.

### **Student welfare**

Student welfare is an important part of the total school programme. It broadly covers their physical, mental and social well being. Such needs of the student will be met partly by the facilities provided in the hostel and partly through an active and adequate student health, guidance and counselling service and opportunities for recreation and for cultural and religious activities. If facilities are available, deserving candidates may be considered for financial assistance through loans

### **Student Health Service**

There should be provision for health service for the students such as:

- a. An annual medial examination
- b. Vaccination against Tetanus, Hepatitis B, and other such communicable diseases
- c. Free medial care during illness
- d. In case of major illness the parents/guardians may be informed
- e. A complete health record as stated in the admission policies earlier should be kept.

### **Health Records**

The student's health record should be a cumulative one and should be designed to contain a summary of the student's previous medial history and a complete record of her health while in the school. It should be of a size convenient for filing and should be kept in the school office, with the student's other records, unless there is central staff health clinic in the hospital.

Each student should be encouraged to assume responsibility for own her health and she may be assisted in this regard by being issued with a personal health record card at the beginning of the course. She should retain this card, which should be of a convenient size and should be guided as to how to record the information required accurately and regularly. This will not only help to make her more aware of the factors involved in maintaining and promoting health but will serve as a method of evaluating her ability to take responsibility. The card should be checked at periodic intervals by one of the staff and appropriate action taken on any significant deviations from the normal.

## **Facilities**

The doctor appointed for the student health service should be a senior medical officer of the hospital. The doctor will conduct routine physical examinations, take care of sick students and give the required protective inoculations.

The public health nurse tutor, the home sister or another member of the school staff may be responsible for the organisation of the student health programme. These include scheduling routine examinations in consultation with the doctor, maintaining the student health records and arranging for the necessary inoculations and for any treatment prescribed.

If the facilities of the staff health clinic of the hospital are the same as those utilised for the students, the public health nurse tutor should work with the nurse in charge of the central health clinic in carrying out the student health programme.

### **Health Clinic**

It consists of a room not less than 12'x 12', a small utility room and 2 cubicles for changing. There should be sanitary annexe attached. Equipments should include:

An examination couch

A weighing and measuring machine

Equipment for testing urine, estimation of haemoglobin and blood pressure, for examination of eyes, ears and throat and for vaccination and injections

Furniture and office equipment as listed for the school offices, including a filing cabinet for health records.

### **Health Room in the Hostel**

Where the health clinic is not located in the same building with the student hostel, there should be some arrangement in the hostel itself by which students can report sick or have minor discomforts such as headache or mild cold, taken care of. This facility may take the form of a health room. The health room may be open in the late evening only, or if daily facilities are not provided by the health clinic, it may also be open for some time during the day. Standing orders should be issued regarding what the nurse in charge may prescribe and the room stocked accordingly.

### **Sick Room for students**

There may be staff sick rooms in the hospital or special provision in a few selected wards or there may be a sick room in the hostel. Together with any one of these arrangements it may be found convenient to have a room in the hostel where a student can be admitted for special care during a short illness for which she does not require hospitalization but does need more care and attention than can be given in her own room.

### **Counselling**

Teachers should take the responsibility of guidance and counselling in daily activity. In special cases help of professional counsellor shall be taken. Records should be maintained.

### **Recreational and cultural activities**

The facilities must be made available to student nurses to participate in different recreational programmes at institute and outside. Each institute has to formulate the policies and they have to give facilities for the interested group.



### 3. STUDENT ORGANISATION

The involvement of the students as an organised group is an important factor in the management of the school and in meeting the objectives of the programme. The two principal ways by which this can be achieved are through student government and by the formation of a unit of the Student Nurses Association affiliated to Trained Nurses Association of India – the professional nursing organisation of the country.

#### Student Government

Government by the students usually require the setting up of a student association of the school and function as the officially recognised organisation of the students. The council which would be the executive organ of the student association, should be composed of two or more elected representatives from each class. It should have a president, vice president and secretary and should maintain accurate records of all its meetings.

The objectives of such a student association include:

1. Promotion of student welfare.
2. Development of cooperation and unity.
3. Establishment and maintenance of good interpersonal relationships with the staff.
4. Development of a sense of responsibility for the success of hostel life.
5. Development of ability in organisational techniques and committee procedures
6. Promotion of the reputation of the school.
7. Establishment of lines of communication and association with other student groups in the community and in the country as a whole.
8. Advancement of professional thinking and action.

These objectives can be met by the student council through the following functions:

1. Initiating and supporting the students social, cultural and professional welfare.
2. Assisting with the orientation of new students.
3. Reviewing when requested, the school and hospital procedures and policies and making recommendations in this respect.
4. The interpretation and enforcement, where appropriate, of the school policies.
5. Taking disciplinary action when necessary in accordance with measures agreed upon by the members.
6. Receiving, investigating and in some instances, disposing of complaints relating to the hostel.
7. Establishing official channels of communication with the school staff in relation to student council matters.
8. The appointment of representatives to serve on school committees e.g. the curriculum and library committees.

Some of these functions will be executed by the council itself and others may be carried out through various committees such as recreation, hostel, disciplinary and reception committees.

The staff of the school of nursing are not normally members of the student council though they may be invited to serve as ex-officio members on some of the committees. However when a school sets up a student association for the first time, it is desirable that the staff should offer to assist its organisation, the formulation of its objectives and the determination of its functions. It may be desirable in the early stages for the council to limit its functions to those which it will be able to carry out with a reasonable degree of success and gradually to increase its responsibilities as the members demonstrate their ability to carry them out.

## **Student Nurses Association**

The Student Nurses Association (SNA) is a national organisation of nursing students of the country. Established as an associate organisation of Trained Nurses Association of India in 1920, the SNA has grown considerably and has over 450 units in various schools and colleges of nursing. Each school/ college of nursing must form an SNA unit and each student must be the member of the unit which is supervised and assisted by an SNA advisor to inculcate a sense of professionalism right from student life.

The purposes of setting up an SNA unit are to provide opportunities for student nurses in the following:

1. To have a closer rapport with the other student nurse members through meetings, conferences, tours and visits to professionally relevant institutions and conclaves.
2. To acquire organisational competence and leadership qualities by taking part in the association activities held at the unit, state and national levels.
3. To learn how a professional organisation plays an effective role in upholding the dignity and honour of the discipline of nursing.
4. To develop co-operative spirit among themselves.
5. To work for their total development.
6. To have an effective voice in what the association stands for and does.

### **Functions of Student Nurses Association**

1. Organises meetings to discuss professional and educational matters at the unit level periodically. State and national level meetings and conferences are held annually and biennially respectively.
2. Holds the state level annual conferences.
3. Organises / participates in national level conferences, fine-arts competitions, sports, literary and socio-cultural activities and scientific exhibitions.
4. Celebrates days of National and International importance specially relevant to nursing.
5. Organises inter district / interstate tours and sports competitions.
6. Maintains a unit diary of activities and achievements.
7. Gives an opportunity to students to publish articles in the Nursing Journal of India.
8. Organises fund raising activities to finance the association.

The SNA Head Quarters is located along with that of TNAI at L-17, Green Park, New Delhi-110016.

## **SUGGESTED REFERENCES**

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## CHAPTER – 7

# PHYSICAL FACILITIES IN THE SCHOOL OF NURSING

OVERALL REQUIREMENTS : CLASS ROOMS, LABORATORIES, LIBRARY-OFFICES - OTHER FACILITIES :

### INTRODUCTION

The School of Nursing should have a separate building. If the school is situated in hospital premises, the area marked for the building of the school should be at a convenient distance from the hospital which permits a calm environment required for a school of nursing.

### 1. OVERALL REQUIREMENTS

Minimum accommodation recommended for a school of nursing by INC is 4 acres of land with constructed area as shown below, owned and possessed by the applicant to set up the proposed nursing school. For a school with an annual admission capacity of 20 students, the constructed area of the school should be 4000 square feet. For every additional 10 seats, an additional constructed area of 2000 square feet each should be increased. Constructed area can be increased in a phased manner between first and second year.

Adequate hostel accommodation for students and staff accommodation should be available in addition to the above mentioned built up area of the Nursing School.

Physical facilities such as class rooms, laboratories, library and offices are fundamental requirements of any educational institution without which it is difficult to carry out a programme on a sound educational basis. The amount of accommodation necessary depends on the number of staff and students, but minimum desirable for a school of nursing with 50 students or less is listed below.

|  |   |   |
|--|---|---|
| Class room                               | - | 4 |
| Auditorium / Assembly Hall / Common hall | - | 1 |
| <b>Laboratories</b>                      |   |   |
| a. Nursing                               | - | 1 |
| b. Nutrition                             | - | 1 |
| c. Community Health                      | - | 1 |
| e. Computer                              | - | 1 |
| <b>Library</b>                           | - | 1 |
| <b>Offices</b>                           |   |   |
| a. Principal                             | - | 1 |
| b. Vice Principal                        | - | 1 |
| c. Tutors                                | - | 6 |
| d. Ministerial staff                     | - | 1 |
| Record Room                              | - | 1 |
| Store Room                               | - | 1 |
| Audio visual Aids Room                   | - | 1 |
| Waiting hall / Room for Visitors         | - | 1 |
| Common rooms                             | - | 3 |
| Sanitary facilities                      |   |   |
| Garage                                   |   |   |
| Fire extinguisher                        |   |   |
| Play grounds                             |   |   |

The following is a brief description of the important aspects in physical facilities.

### **Class Rooms**

There should be at least four classrooms, with capacity of accommodating the number of students admitted in each class. The rooms should be well ventilated with proper lighting system. There should be built in Black/Green/White Boards. Also there should be space to accommodate a desk/dais, a big table and a chair for the teacher; and racks/cupboards for keeping teaching aids and any other equipment needed for the conduct of classes. There should be enough space provided for proper and adequate seating for the students in the class.

### **Laboratories**

There should be at least four laboratories as listed below:-

- a. Nursing Practice Laboratory for Hospital. There should be demonstration - beds in adequate proportion to the number of students practising a nursing procedure at a given point of time (the desired ratio being 1 Bed:6 practising students). It should be fully equipped with built-in cupboards and racks, wash basins with running water supply, adequate furniture items like tables and chairs, electric fittings etc. It should also have all necessary inventory articles in sufficient number i.e at least 10 - 12 sets of all items needed for the practice of nursing procedure by the student.
- b. Community Practice laboratory: It should have all articles required for practising nursing procedure in a community set up.
- c. Nutrition Laboratory: This should have facilities for imparting basic knowledge about food and for practice in cooking food for the healthy as well as for the sick. The furnishing and equipments should include work benches, cooking stoves, gas connections/fittings, wash-basins with running water supply, cutlery, trays, plates, dietetic - scales, cooking utensils, racks/shelves, refrigerators, pressure cooker, mixi and cupboards and containers for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, serving and display of food should also be there.
- d. Computer laboratory: It can be shared with other departments.

### **Auditorium**

It should be spacious enough to accommodate at least double the current strength of the students, so that it can be utilized for hosting functions of the school, educational conferences / workshops, examinations etc. It should have adequate toilet facilities for both men and women, and proper stage with green room facilities. It should be well-ventilated and have proper lighting, with arrangements for the use of all kinds of basic and advanced audiovisual aids.

### **Multipurpose Hall**

Where auditorium is not in school it should have a multipurpose hall.

### **Library**

There should be a separate library in the school. It should be easily accessible to the teaching faculty and the students. It should have comfortable seating arrangements for half of the total strength of students and teachers in the school.



The Library should have proper lighting facilities and it should be well-ventilated.

There should be sufficient number of cup-boards, book-shelves and racks, with glass doors, for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue - cabinets, book-display racks, bulletin boards, etc, and stationery items like index cards, borrower's cards, labels and register. Up-to-date books, magazines, journals, newspapers and other literature should be available in the Library. A minimum of 500 nursing books (all new editions), 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health-related literature should be available in the Library.

### **Organisation of Library**

1. Librarian
2. Library Committee
3. Policies
4. Budget.

### **Librarian**

The management of a library requires special knowledge and skills. A school of nursing needs a full time / part time librarian and where such facility is not available, an interested staff member may hold the responsibility with an initial guidance by a qualified librarian assisted by the library committee.

### **Library committee**

The committee should include librarian as secretary, a tutor, nursing supervisor, student and other interested staff members.

The selection of books for purchase is done in consultation with school staff. The library committee should be made responsible for arranging translation of the book or preparation of extracts as and when necessary.

### **Policies**

The hours at which the library remains open

Persons who may use the library facility.

Kind of books and journals which will be stocked.

The books which may be borrowed and books which are only for reference in the library.

The period for which the borrowed books may be retained

The action to be taken, if books are lost or not returned on time.

The percentage of budget to be allotted

The procedure to be followed for discarding outdated or mutilated books.

Binding of Journals.

### **Budget**

A non-recurring budget is required for furniture and well selected books. When setting up a new library, a minimum initial outlay of Rs.1 lakh would help to start a library for a school and an annual recurring budget of at least Rs 20,000/-. The items in annual budget should include:

The purchase of new books, pamphlets reprints etc.

subscription to journals

Binding of Journals.

Stationery.

## 2. OFFICES

1. Principal's Office - There should be separate office for the principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for the Principal's office.
2. Office of the Vice Principal - There should be separate office for the Vice-Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for Vice-Principal's office.
3. Office for faculty members - There should be adequate number of offices in proportion to the number of teaching faculty. Not more than 2 teachers should share one office. Separate toilet facility should be provided for the teaching faculty, with hand washing facility. There should be a separate toilet for male teachers.
4. One separate office for the office staff should be provided with adequate toilet facility. This office should be spacious enough to accommodate the entire office staff, with separate cabin for each official.

Each office should be adequately furnished with furniture items like tables, chairs, cupboards, built-in racks and shelves, filing cabinets, book-cases, etc. Also there should be provision for typewriters, computer and telephone facility.

## 3. OTHER FACILITIES

**Common Rooms.** There should be minimum of 3 common rooms; one each for the teaching faculty, for the students and for the office staff. Sufficient space, with adequate seating arrangements, cupboards, lockers, cabinet, built-in-shelves and racks, etc., should be provided for in all the common rooms.

**Record Room :** There should be a separate Record Room with steel racks, built-in-shelves, racks, cupboards and filing cabinets for proper storage of records and other important papers/documents belonging to the school.

**Store Room :** A separate store room should be provided to accommodate the equipments and other inventory articles which are required in the laboratories of the school. This room should have the facilities for proper and safe storage of these articles and equipments, like cupboards, built-in shelves, racks, cabinets, furniture items like tables and chairs, etc. This room should be properly lighted and well ventilated.

### Room for Audio – Visual Aids

This room should be provided for the proper and safe storage as well as for proper use of the training aids to be used in the school.

The school should possess all kinds of basic as well as advanced training aids, like chalk boards, white boards, bulletin boards, flannel boards, overhead projectors, slide & film - strip projector, models, specimen, charts and poster, T.V. & V.C.R, Photostat machine, tape recorder, computer etc.

### Drinking Water and Toilet Facilities

Safe drinking water and adequate sanitary toilet facilities should be available for both men and women in the school. Toilet facilities should be at the ratio of 1 for 25 students along with hand washing facilities. There should be a separate toilet for men.



### **Garage**

Garage should accommodate a 50 seater vehicle.

### **Fire Extinguisher**

Adequate provision for extinguishing fire should be available as per the local bye - laws.

### **Play Grounds**

Play grounds should be sufficient for outdoor sports like Volleyball, Foot ball, Badminton and for Athletics.

## **SUGGESTED REFERENCES**

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## CHAPTER – 8

# CLINICAL FACILITIES

### SELECTION OF HOSPITAL FACILITIES - SELECTION OF AFFILIATED AGENCIES

#### INTRODUCTION

The quality of nursing education programme depends on the organisation of clinical facilities provided to the student nurses to attain maximum benefit out of the clinical experience where ever she is placed. The clinical facilities should be satisfactory to the extent that the theory learnt during the training programme is strictly correlated with the clinical experience. The students get maximum benefit out of the clinical field when she is placed as per the clinical rotation plan. It is very important to ensure that the standard of nursing care and nursing practice is maintained by strictly adhering to the objectives of the training programme.

#### 1. SELECTION OF HOSPITAL FACILITIES

1. There must be a parent hospital for providing practical experience to the students.
2. The parent hospital should have a minimum of 250 functional beds with a daily average of not less than 75% of occupancy for an admission of 20 candidates per year. There should be outpatient departments, operating rooms, CSSD and incinerator in the Hospital.
3. The parent hospital should provide for the clinical learning experiences required for the students in the areas of Medical, Surgical, Paediatric, Eye, ENT, Maternity, Gynaecology and Orthopedic Nursing.
4. There should be a variety of patients of all age groups in all the clinical areas where the students are posted for obtaining the requisite learning experiences.

#### Affiliation

If all the required learning experiences are not available in a parent hospital, the students may be sent for obtaining the requisite experience to affiliated hospitals/agencies/institutions where it is available.

#### Areas for Affiliation

The types of experiences for which a Nursing School can affiliate are :

- Community Health Nursing
- Communicable diseases
- Psychiatric Nursing
- Paediatric nursing
- Specialities like Cardiology & Neurology etc.

The physical facilities, staffing and equipment of the affiliated hospital should be of the same standard as required in the parent hospital.

The staff of the hospital selected should be prepared to recognise students status and their educational programme.

### Distribution of beds

At least one-third of the minimum number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than  $\frac{1}{6}$ <sup>th</sup> of the total number of beds, i.e. at least 40 beds. There should be minimum of 750 deliveries per year (for annual admission capacity of 20 candidates). Provision should be made for clinics in health and family welfare and also for preventive medicine.

### Other facilities required

The hospital should be clean, well ventilated with adequate bed space and amenities like bathrooms, toilets, store room, sluice room, pantries, nurses station etc. In the wards there should be provision for cupboards, shelves for storing linen and other accessories. A small classroom/demonstration room/conference room with a table and movable black board and chairs for 10-12 students will facilitate discussion, classes, case presentations or other teaching learning activities. This space can be used for staff inservice education also.

### Staffing

1. Chief Nursing Officer (C.N.O) - for 500 beds and above.
2. Nursing Superintendent (N.S.) - 1
3. Deputy Nursing Superintendent (D.N.S.) - 1
4. Assistant Nursing Superintendent (A.N.S.) - 2, For every additional 50 beds one more Assistant Nursing Superintendent.

Norms recommended by Expert Committee on health manpower production and management (Resolution of the 4<sup>th</sup> conference of Central Council of Health and Family Welfare on Nursing, 1995) is given below.

| CATEGORIES   | REQUIREMENTS                                     |
|--|--|
| 1. Nursing Superintendent  | 1: 200 beds                                      |
| 2. Dy. Nursing Superintendent                                      | 1 : 300 beds                                     |
| 3. Departmental Nursing Supervisors / Sisters                      | 7 : 1000 + 1 for every addl. 100 beds            |
| 4. Ward Nursing Supervisors / Sisters                              | 8 : 200 + 30% leave reserve                      |
| 5. Staff Nurses for wards  | 1 : 3 (or 1:9 each shift) + 30% leave reserve    |
| 6. For OPD, Blood Bank, X-Ray, Diabetic Clinics, CSR etc.          | 1 : 100 out patients + 30% leave reserve         |
| 7. For Intensive Care Unit (8 beds ICU/200 beds)                   | 1:1 (or 1: 3 for each shift) + 30% leave reserve |
| 8. For specialized departments and clinics such as OT, Labour room | 8 : 200 + 30% leave reserve                      |

### Justification

1. Needs may vary from one hospital to the other. Depending on the size and services rendered, more staff than anticipated will be required.
2. Special attention is necessary for supervision of patient care in the evening and night shifts.
3. 30% leave reserve posts are mandatory

### Other points to be considered

- a. The staff of the parent hospital should be strictly as per the criteria laid down by INC in terms of doctors, nurses and paramedical staff.
- b. Wards/Areas/ OPD's/OT's/Clinical departments etc, must have adequate coverage of the staff in all the shifts to ensure that students are only for attending clinical experience in these areas and not utilised for service purpose.



- c. Continuing inservice education programme must be attended by all staff nurses to keep them abreast with present technologies and sophistication used in day to day patient care in these areas. In turn students observe and learn good clinical practice during their clinical experience under proper supervision.

## 2. SELECTION OF AFFILIATED AGENCIES

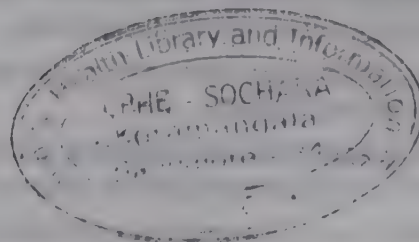
When all the clinical areas, where a student nurse has to attain clinical experience are not available in the parent organisation, affiliations are sought with other sister organisations which can provide clinical facilities in particular fields like community health services, psychiatry services and so on. These are termed as affiliating agencies.

The selection should be based on sound clinical field for teaching learning experiences and a written agreement between the school authorities and the affiliated agencies must be essentially part of the school record. The affiliating agency, whether it is hospital or community health field must be in such a position, that it can provide the required experience for the students. The staff of the affiliating agency should be willing and prepared to recognise that the students are being posted there as a part of their educational programme and needs to receive their rightful place. The affiliating agency also must be selected carefully to ensure, that it has more or less the same facilities and staff as are available in parent hospital. Lastly the affiliating agency should be willing and fully prepared to accept responsibilities of the students in terms of living arrangements, welfare of the students, the nursing care given, the facilities provided, staffing, supplies and equipment as provided in parent hospital in accordance with the written agreement entered into by the school and the agency.

## AFFILIATION AGREEMENT

It should be a written document accepted by both school and affiliating agency. Affiliation agreement shall be based on following guidelines after holding the consultative meeting between the school staff and staff of affiliating agencies.

1. Duration of experience as per INC syllabus and masterplan of the school.
2. The suitable months, when the students are to be posted.
3. The number of students to be posted at one time.
4. Selected wards/units where learning experience can be supervised by school clinical instructors.
5. Written plan for intersectional and interdepartmental posting in different departments/wards.
6. Arrangement for teaching by external lecturers of the same hospital /areas.
7. Fixing the responsibility for supervision of students.
8. Fixing learning experiences during day, evening and night shift, hours of duty, days off etc.
9. Students health care arrangements if need arises
10. Delegation of authority for disciplinary actions
11. Arrangement for students residence, mess etc
12. Joint evaluation on prescribed clinical evaluation proforma by the school tutors and ward supervisors.
13. Arrangement for transport



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## **SAMPLE OUTLINE OF AN AGREEMENT BETWEEN THE COMMUNITY HEALTH AGENCIES AND SCHOOL AUTHORITIES**

For the purpose of providing experience in .....nursing to student nurses, and for the mutual benefit of both parties, the .....school of nursing in the town of .....in the same state (here in after referred to as the "Affiliating Agency")

**have agreed as follows :**

1. Commencing on .....and continuing till the agreement is terminated by either party by giving notice of not less than six months, students from the school of nursing shall be assigned to the affiliation agency for experience in .....nursing.
2. A committee shall be responsible for all the arrangements with the following membership :-  
.....
3. The duration of the experience shall be .....
4. ....

Signature & Date

-----  
Officer in charge, Nursing education

-----  
1. Representative of controlling authority For  
affiliating agency

### **Selection and affiliation with community agencies**

"Community Facilities" are the facilities of centres in urban and rural areas where student nurses are assigned for a specific period of time to gain maximum experience in community health nursing by planning, selecting and arranging observation visits and field experience.

#### **Selection of urban facilities**

1. The centre should have facilities to provide the experience required for the students.
2. The service of urban health centre, should be based on preventive, promotive, curative and rehabilitative aspects of health.
3. The staff of the centre should have a registered nurse and registered midwife incharge of nursing service.
4. Adequate physical facilities and sufficient equipments and supplies should be available in the centre, for best learning activities.
5. The centre must have well organised clinical programmes and the system of maintaining records and reports.
6. Well established reproductive and child health programme and domicilliary service shall be the priority of the urban centre, where student nurses are posted.
7. There should be continuity of family care by the centre staff.



## **Selection of rural facilities**

The community health centre shall be in position to provide experience to the student nurse in all dimensions of community health nursing which includes preventive, promotive, curative and rehabilitative services by conducting out patient departments (OPD's), out door dispensaries, reproductive and child health clinics, domicilliary nursing and midwifery, school health programme and other activities associated with primary health centres of rural areas.

## **Other important points in relation to clinical learning of students**

1. Nursing services shall be well organised and headed by a registered nurse and registered midwife.
2. Physical facilities, equipment and supplies shall be sufficient to practice a high standard of nursing care.
3. A proper system of records and reports shall be followed.
4. Transport facilities for visits, and visits to various subcentres shall be available for effectiveness of community health nursing programme.
5. Residential accommodation for teaching staff and students shall be safe and clean with 75 Sq. ft of floor space for each student.
6. Regular water supply, electricity , hot water facility etc, should be made available to teaching staff and students.
7. Cooking /messaging facilities with all accessories shall be made available.
8. Students and teaching staff may come daily in the school bus, if the residential facilities are not deemed to be secure and safe.

## **Administration**

- a) There should be complete coordination between the school staff and the hospital staff.
- b) Chief nursing officer/ Director of nursing service with minimum masters degree in nursing and sufficient experience in teaching and administration shall be the overall incharge of department of nursing services and education.
- c) Accurate record keeping, written procedure manual, standard instructions and policies shall be made available in all clinical areas to facilitate better teaching and learning experience.

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Bishop, Joel. The hospital central service department, New Delhi, U.S.A.I.D. 1963.

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# CHAPTER – 9

## RECORDS AND REPORTS

### RECORDS - REPORTS

#### 1. RECORDS

Records play an important part in a nursing education programme. Apart from being necessary for the day to-day administration of the school of nursing, they provide continuity from the time the school is established, thus facilitating evaluation of the programme. Records and the system of maintaining them vary from one school to another, but there are a few principles which are basic to all.

##### a. Principles of maintaining school records

1. Each record should be for a specific purpose which should be clearly understood by those maintaining and using the records.
2. Records should contain only such information regarding the student, staff and other aspects of the programme as is really necessary for the school programme and for evaluation. All irrelevant material should be carefully avoided and records should not be duplicated.
3. Items on forms and in registers should be conveniently grouped so as to make their completion as easy as possible.
4. The wording should be easily understood, and where doubt is likely to arise, instructions to facilitate interpretation should be included.
5. Where appropriate, records should permit some freedom of expression.
6. Records which are required by the teaching staff should be easily accessible to them.
7. Persons responsible for maintaining records should be aware of their particular responsibility and every effort should be made to keep records upto date and accurate.
8. A simple system should be used for keeping records. For routine recording which is carried out by non-professional personnel the system should be standardized as much as possible for speed, accuracy and reliability.
9. There should be provision for periodic review of all records to ensure that they keep pace with the changing needs of the programme.
10. There should be an adequate supply of stationery to permit records to be maintained on the proper forms and in the proper registers at all times.
11. There should be sufficient number of filing cabinets and appropriate equipments to operate a filing system which is simple and safe and requires the minimum possible time.
12. There should be adequate, safe, fireproof storage arrangements.

##### b. Type of Records

1. Student records
2. Staff records
3. Academic and Administrative records

##### 1. Student Records

The number, type, and content kept in regard to students will vary from one school to another. The following list is intended as a guide to the minimum which should be maintained in the school office.

The list of records are :-

- a. Application forms and other reports – concerning selection and admission such as references, medical reports, including mark lists, certificates and results of written test and interview at the time of selection.
- b. Admission Register
- c. A cumulative health record (Chart 10)
- d. Class attendance and leave record
- e. Clinical and field experience, student rotation.
- f. Internal assessment register – both theory and practical
- g. Mark list (State council/Board results)
- h. Records of extra -curricular activities.
- i. Grade records for every year.
- j. Practical record book - procedure book, midwifery record book.
- k. Student evaluation - internal practical and theory
- l. Permanent cumulative student record, student details, examination and results, theory hours, practical experience, marks, rank/class for each students (Chart 9)

## 2. Staff Records

In the personal file of each staff there should be :

- a. Application form (where applicable)
- b. Copy of letter of appointment and any subsequent letter showing change in status.
- c. Job description / functions
- d. Record of the staff member's educational qualification, previous experience, any short term educational courses attended, membership in professional societies and activities contribution of articles to journals, holding office in organisations, participation in seminars, conferences etc. updated every year.
- e. Periodic evaluation or progress report
- f. Leave record
- g. Health record

## 3. Academic / Administrative Records for school

- a. Philosophy, purposes and curriculum of the school.
- b. Course content and course plan record for each subject.
- c. Record of academic requirements
- d. Rotation plans for each academic year
- e. Record of committees in the school
- f. Record of the stocks in the school
- g. Affiliation records
- h. Grant-in-aid record, if any
- i. Records of educational programmes organised for teaching faculty and students
- j. Annual reports
- k. Written policies of the school.
- l. Statement of budget proposal and allotments
- m. Minutes of staff meeting.
- n. Copy of school brochure
- o. Inspection/accreditation records
- p. Minutes of administrative committee meetings



- q. Photographs / Videos / Paper cuttings of important events
- r. Computerised records (floppies/compact discs)

## **REPORTS**

The number and nature of report will depend on requirement of controlling body and nursing council. The preparation should be done accurately because the data they provide is frequently used for planning and evaluation at state or national level. It is important that such reports are sent promptly and accurately as they may be required by the authority for a more comprehensive report.

The type of information commonly required in an annual report.

1. Factual data relating to students, staff, clinical facilities, physical facilities, administration and the curriculum.
2. Development in the school programme since the last report
3. Proposal and plans for future development and problems encountered.
4. Recommendations

### **MINIMUM RECORDS TO BE MAINTAINED AS PER I.N.C. RECOMMENDATIONS**

#### **A. For students**

1. Admission record
2. Health record
3. Class attendance record
4. Clinical and field experience record
5. Internal assessment record of both theory and practical
6. Mark lists (State Council/Board results)
7. Records of extra curricular activities of students (both in school as well as outside)
8. Leave record
9. Practical record books - procedure book, midwifery record book
10. Cumulative Record
  - a. For each student (permanent record)
  - b. For each academic year for each class

#### **B. For the School**

1. Course content record (for each subject)
2. The record of the academic requirements
3. Rotation plans for each academic year
4. Record of committees in the school
5. Records of the stock in the school
6. Affiliation record
7. Grant-in-aid record, if any
8. Records of educational programmes organised for teaching faculty and students, both in the school as well as outside.
9. Annual reports (Records of the achievements of the school prepared annually)

Note : The above list of records are only the bare minimum. School of Nursing should possess detailed and upto date record of each activity in the school.

**PERMANENT RECORD  
DIPLOMA IN GENERAL NURSING AND MIDWIFERY**

Name :  
Sex :  
Date of Birth :  
Parent/Guardian - Relationship :

Language :  
Community : SC/ST/BC/MBC/OC

Religion :  
Occupation :

**PHOTO**

Date of Admission :  
Registration No :

Date of completion :  
Nursing :  
Midwifery :

Date of Board/Council  
Examination :

**RECORD IN GENERAL EDUCATION**

Higher Secondary or equivalent Examination

Year of passing :

Average of Physics, Chemistry, Biology :  
College/University if any :  
(Specify the course)

Year of passing

Percentage of Marks

**MONETARY HELP RECEIVED**

FINAL SCHOOL GRADE ..... CLASS GRADE .....  
AWARDS .....

STATE REG. No.

SIGNATURE :  
HEAD OF SCHOOL :  
DATE :

**SUMMARY OF EXAMINATIONS**

| Board Examination    | Reg. No. | Date of publication of results | Marks obtained | Total Marks | Grade | Remarks |
|----------------------|----------|--------------------------------|----------------|-------------|-------|---------|
| 1 <sup>st</sup> year |          |                                |                |             |       |         |
| 2 <sup>nd</sup> year |          |                                |                |             |       |         |
| 3 <sup>rd</sup> year |          |                                |                |             |       |         |
| Internship           |          |                                |                |             |       |         |

| Board Examination  | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | Internship | Whole average and Division |
|--------------------|----------------------|----------------------|----------------------|------------|----------------------------|
| 1. Attempt         |                      |                      |                      |            |                            |
| 2. Repeat (in red) |                      |                      |                      |            |                            |
| 3. Rank            |                      |                      |                      |            |                            |



# CLASS ROOM LECTURES

| CLASS HOURS  |                     |              |                         |                 |                 |            | GRADE                 |                 |
|--|---------------------|--------------|-------------------------|-----------------|-----------------|------------|-----------------------|-----------------|
| Subject  | INC RECOMMENDATIONS |              | OBTAINED BY THE STUDENT |                 |                 |            | Result of Examination |                 |
|  |                     | TOTAL THEORY | 1 <sup>ST</sup>         | 2 <sup>ND</sup> | 3 <sup>RD</sup> | INTERNSHIP | INTERNAL              | COUNCIL (BOARD) |
| <b>FIRST YEAR</b>  |                     |              |                         |                 |                 |            |                       |                 |
| <b>I Bio sciences</b>  |                     | <b>120</b>   |                         |                 |                 |            |                       |                 |
| Anatomy & physiology   | 90                  |              |                         |                 |                 |            |                       |                 |
| Microbiology   | 30                  |              |                         |                 |                 |            |                       |                 |
| <b>II Behavioural sciences</b>   |                     | <b>60</b>    |                         |                 |                 |            |                       |                 |
| Psychology   | 40                  |              |                         |                 |                 |            |                       |                 |
| Sociology  | 20                  |              |                         |                 |                 |            |                       |                 |
| <b>III Fundamentals of Nursing</b>   |                     | <b>215</b>   |                         |                 |                 |            |                       |                 |
| Fundamentals of Nursing  | 175                 |              |                         |                 |                 |            |                       |                 |
| First Aid  | 20                  |              |                         |                 |                 |            |                       |                 |
| Personal Hygiene   | 20                  |              |                         |                 |                 |            |                       |                 |
| <b>IV Community Health Nursing</b>   |                     | <b>150</b>   |                         |                 |                 |            |                       |                 |
| Community Health Nursing   | 80                  |              |                         |                 |                 |            |                       |                 |
| Environmental Hygiene  | 20                  |              |                         |                 |                 |            |                       |                 |
| Health Education and communication skills                                    | 20                  |              |                         |                 |                 |            |                       |                 |
| Nutrition  | 30                  |              |                         |                 |                 |            |                       |                 |
| <b>V English</b>   |                     | <b>30</b>    |                         |                 |                 |            |                       |                 |
| <b>Total Hours of 1<sup>st</sup> year</b>                                    |                     | <b>575</b>   |                         |                 |                 |            |                       |                 |
| Remarks  |                     |              |                         |                 |                 |            |                       |                 |
| <b>SECOND YEAR</b>   |                     |              |                         |                 |                 |            |                       |                 |
| <b>I. Medical Surgical Nursing-1 (including Pharmacology)</b>                | 140                 |              |                         |                 |                 |            |                       |                 |
| <b>II. Medical Surgical Nursing-II (Specialities)</b>                        | 120                 |              |                         |                 |                 |            |                       |                 |
| <b>III. Mental Health and Psychiatric Nursing</b>                            | 70                  |              |                         |                 |                 |            |                       |                 |
| <b>IV. Computer Education</b>  | 30                  |              |                         |                 |                 |            |                       |                 |
| <b>Total Hours of 2<sup>nd</sup> Year</b>                                    |                     | <b>360</b>   |                         |                 |                 |            |                       |                 |
| Remarks  |                     |              |                         |                 |                 |            |                       |                 |
| <b>THIRD YEAR</b>  |                     |              |                         |                 |                 |            |                       |                 |
| <b>I. Midwifery and Gynaecology</b>  | 120                 |              |                         |                 |                 |            |                       |                 |
| <b>II. Community Health Nursing-II</b>                                       | 100                 |              |                         |                 |                 |            |                       |                 |
| <b>III. Paediatric Nursing</b>   | 70                  |              |                         |                 |                 |            |                       |                 |
| <b>Total hours of 3<sup>rd</sup> year</b>                                    |                     | <b>290</b>   |                         |                 |                 |            |                       |                 |
| Remarks  |                     |              |                         |                 |                 |            |                       |                 |
| <b>INTERNSHIP</b>  |                     |              |                         |                 |                 |            |                       |                 |
| <b>I. Educational Methods and media for teaching in practices of Nursing</b> | 45                  |              |                         |                 |                 |            |                       |                 |
| <b>II. Introduction to Research</b>  | 40                  |              |                         |                 |                 |            |                       |                 |
| <b>III. Professional Trends and Adjustment</b>                               | 40                  |              |                         |                 |                 |            |                       |                 |
| <b>IV. Administration and ward management</b>                                | 45                  |              |                         |                 |                 |            |                       |                 |
| <b>V. Health Economics</b>   | 20                  |              |                         |                 |                 |            |                       |                 |
| <b>Total hours for internship</b>  |                     | <b>190</b>   |                         |                 |                 |            |                       |                 |
| Miscellaneous  |                     |              |                         |                 |                 |            |                       |                 |
| Moral Science  |                     |              |                         |                 |                 |            |                       |                 |
| Games  |                     |              |                         |                 |                 |            |                       |                 |
| Library  |                     |              |                         |                 |                 |            |                       |                 |
| Remarks  |                     |              |                         |                 |                 |            |                       |                 |

Signature  
Date

Contd....

## CLINICAL NURSING

|                                       | 1 <sup>st</sup> year |       | 2 <sup>nd</sup> year |       | 3 <sup>rd</sup> year |       | Internship |       |
|---------------------------------------|----------------------|-------|----------------------|-------|----------------------|-------|------------|-------|
|                                       | Hrs.                 | Weeks | Hrs.                 | Weeks | Hrs.                 | Weeks | Hrs.       | Weeks |
| Basic Nursing                         |                      |       |                      |       |                      |       |            |       |
| Medical Surgical                      |                      |       |                      |       |                      |       |            |       |
| Gynaecology                           |                      |       |                      |       |                      |       |            |       |
| Operating room                        |                      |       |                      |       |                      |       |            |       |
| Communicable diseases                 |                      |       |                      |       |                      |       |            |       |
| OPD : General                         |                      |       |                      |       |                      |       |            |       |
| Dermatology & V.D.                    |                      |       |                      |       |                      |       |            |       |
| ENT                                   |                      |       |                      |       |                      |       |            |       |
| Eye                                   |                      |       |                      |       |                      |       |            |       |
| Emergency Services                    |                      |       |                      |       |                      |       |            |       |
| CSSD                                  |                      |       |                      |       |                      |       |            |       |
| Orthopaedics                          |                      |       |                      |       |                      |       |            |       |
| Oncology                              |                      |       |                      |       |                      |       |            |       |
| Cardiovascular                        |                      |       |                      |       |                      |       |            |       |
| Plastic surgery                       |                      |       |                      |       |                      |       |            |       |
| Nephrology                            |                      |       |                      |       |                      |       |            |       |
| Urology                               |                      |       |                      |       |                      |       |            |       |
| Intensive care unit                   |                      |       |                      |       |                      |       |            |       |
| Paediatrics (child health)            |                      |       |                      |       |                      |       |            |       |
| Psychiatry (Mental health)            |                      |       |                      |       |                      |       |            |       |
| Community Health Nursing:             |                      |       |                      |       |                      |       |            |       |
| - Rural                               |                      |       |                      |       |                      |       |            |       |
| - Urban                               |                      |       |                      |       |                      |       |            |       |
| Midwifery/ obstetrics/ Maternity Nsg: |                      |       |                      |       |                      |       |            |       |
| - Domicillary                         |                      |       |                      |       |                      |       |            |       |
| - Hospital                            |                      |       |                      |       |                      |       |            |       |
| Ward management and Teaching          |                      |       |                      |       |                      |       |            |       |
| Computers                             |                      |       |                      |       |                      |       |            |       |
| Miscellaneous                         |                      |       |                      |       |                      |       |            |       |
| Block Classes                         |                      |       |                      |       |                      |       |            |       |
| Illness : Absence                     |                      |       |                      |       |                      |       |            |       |
| Study leave & Exam                    |                      |       |                      |       |                      |       |            |       |
| Holidays                              |                      |       |                      |       |                      |       |            |       |
| Total days                            |                      |       |                      |       |                      |       |            |       |

**Note :** Mark INC Recommended hours and weeks in blue ink and hours and weeks attended by the student in a different colour.

Signature

Date

Contd....



## MIDWIFERY

| Hospital & Domiciliary Experience                         | Reqd. | Performed by student | Hospital & domiciliary Experience         | Reqd. | Obtained by students |
|---|-------|----------------------|---|-------|----------------------|
| Normal deliveries witnessed before conducting personally  | 15    |                      | Care studies                              |       |                      |
| Deliveries personally conducted                           | 20    |                      | a. personally delivered cases             | 15    |                      |
| Postnatal care to mothers and their newborns              | 30    |                      | b. post natal care studies                | 5     |                      |
| Antenatal cases examined                                  | 30    |                      | c. antenatal care studies                 | 30    |                      |
| Vaginal examinations carried out                          | 5     |                      | No. of weeks experience in clinical areas | 21    |                      |
| Episiotomies suturing performed                           | 5     |                      | 1. Labour and delivery room               |       |                      |
| Skin suturing done for first degree tear year             | 2     |                      | 2. Antenatal                              |       |                      |
| Abnormal vaginal deliveries witnessed / forceps / vacuum  | 5     |                      | 3. Post natal                             |       |                      |
| Caesarian section witnessed                               | 5     |                      | 4. Neonatal                               |       |                      |
| Group health teaching for antenatal and postnatal mothers | 10    |                      | 5. Rural health centres (community)       |       |                      |

Bed strength : \_\_\_\_\_ Number of operations : \_\_\_\_\_  
 Average occupancy : \_\_\_\_\_  
 No. of Inpatients : \_\_\_\_\_ Major : \_\_\_\_\_  
 No. of Outpatients : \_\_\_\_\_ Minor : \_\_\_\_\_  
 No. of qualified Nurse Instructors : \_\_\_\_\_  
 Average number of deliveries per year : \_\_\_\_\_  
 Teaching in class room and clinical area : \_\_\_\_\_

Signature.....  
 Date.....

### CLASS ADVISOR'S REMARKS

|                           |
|---------------------------|
| I <sup>ST</sup> YEAR      |
| II <sup>ND</sup> YEAR     |
| III <sup>RD</sup> YEAR    |
| INTERNSHIP                |
| EXTRAORDINARY PERFORMANCE |
| ADVERSE REMARKS           |
| REMARKS BY THE PRINCIPAL  |

Signature

# CUMULATIVE HEALTH RECORD

Name.....Sex.....Date of Admission.....

Address .....

Date of Birth ..... Programme of study .....

## A. FAMILY HEALTH RECORD

| FAMILY MEMBERS                            | Age | Disease in the family<br>(Diabetes, Hypertension,<br>Heart disease, Mental<br>disease, Epilepsy, TB,<br>Leprosy etc.) | If any one dead<br><br>Date :<br>Cause : |
|---|-----|---|--|
| Father                                    |     |   |  |
| Mother                                    |     |   |  |
| Siblings (Specify<br>Brothers or Sisters) |     |   |  |

## B. PERSONAL HEALTH RECORD

|  |   |
|--|---|
| 1. Illness during childhood (0-12 years)   | 5. Use of spectacles (Specify eye defect and the age when started using)  |
| 2. Subsequent illness (After 12 yrs)   |   |
| 3. Physical Disability :<br>Cause :  | 6. If female - menstrual periods<br>a. Age when started<br>b. Frequency<br>c. Duration<br>d. Pain during cycle YES / NO |
| 4. Allergy<br>a. Type of reaction<br>b. Causes of allergy<br>(Drug, food, cosmetics, dust - specify.<br>Mention seriousness of reaction) |   |

| C. IMMUNISATION | Date   | Date    | Date     | Booster Dose |      |      |      |
|-----------------|--------|---------|----------|--------------|------|------|------|
|                 | I Dose | II Dose | III Dose | Date         | Date | Date | Date |
| BCG             |        |         |          |              |      |      |      |
| Heptatitis B    |        |         |          |              |      |      |      |
| Tet Toxoid      |        |         |          |              |      |      |      |
| Chicken pox     |        |         |          |              |      |      |      |
| Others          |        |         |          |              |      |      |      |

Contd...



**D. ANNUAL MEDICAL EXAMINATIONS**

|                          | I Year | II Year | III Year | Internship |
|--------------------------|--------|---------|----------|------------|
| Height and Weight        |        |         |          |            |
| Nutritional Status       |        |         |          |            |
| Eye                      |        |         |          |            |
| ENT                      |        |         |          |            |
| Teeth                    |        |         |          |            |
| Thyroid                  |        |         |          |            |
| Lymph Nodes              |        |         |          |            |
| Cardio Vascular System   |        |         |          |            |
| Respiratory System       |        |         |          |            |
| Gastro intestinal System |        |         |          |            |
| Urinary System           |        |         |          |            |
| Skeletal System          |        |         |          |            |
| Nervous System           |        |         |          |            |
| Skin                     |        |         |          |            |
| Pulse rate               |        |         |          |            |
| Blood pressure           |        |         |          |            |
| Posture                  |        |         |          |            |
| Others                   |        |         |          |            |
| Remarks                  |        |         |          |            |
| Doctors Signature        |        |         |          |            |

**E. LABORATORY FINDINGS (Date and Result)**

|       |  |  |  |
|-------|--|--|--|
| Blood |  |  |  |
| Urine |  |  |  |
| Stool |  |  |  |
| X-Ray |  |  |  |

**F. DATE AND ANY SIGNIFICANT REMARKS , RECOMMENDATION**

|  |
|--|
|  |
|--|

**G. MONTHLY WEIGHT RECORDS**

| Year | July  | Aug   | Sept | Oct  | Nov | Dec | Jan | Feb |
|------|-------|-------|------|------|-----|-----|-----|-----|
|      |       |       |      |      |     |     |     |     |
|      | March | April | May  | June |     |     |     |     |
|      |       |       |      |      |     |     |     |     |

**H. SUMMARY OF OUTPATIENT AND INPATIENT TREATMENT**

| Date                   | Treatment & Remarks | Date | Treatment & Remarks |
|------------------------|---------------------|------|---------------------|
| I <sup>st</sup> Year   |                     |      |                     |
| II <sup>nd</sup> Year  |                     |      |                     |
| III <sup>rd</sup> Year |                     |      |                     |
| Internship             |                     |      |                     |

Signature

Date





## CHAPTER – 10

# METHODS OF TEACHING

TEACHING AND LEARNING – FACTORS CONTRIBUTING TO SUCCESSFUL TEACHING –  
MANAGEMENT OF FACTORS WHICH MAY INHIBIT EFFECTIVE TEACHING – METHODS OF  
TEACHING.

### INTRODUCTION

The whole purpose of education is to bring about a change in behaviour through learning. It is not sufficient, therefore, for the teaching staff to cover the curriculum; they must also ensure that the desired changes in student-behaviour have taken place. This requires the use of a variety of teaching methods depending on the needs of the students, the nature of the subject and the ability of the teacher.

A Method of teaching is, broadly speaking, any method employed by a teacher to assist the student in acquiring new learning. It ranges from the formal lecture delivered by the teacher to the individual assignment in which the student is responsible for collecting her own facts and information. Between these two extremes there are a number of different methods which can be effectively employed.

### 1. TEACHING AND LEARNING

Effective teaching is dependent on the teacher having a good understanding of the principles of learning. Some of the principles which relate more particularly to the teacher/learner situation have been incorporated in the statements below:-

1. Learning brings about changes in behaviour - in the way people feel, in what they know and understand and in what they do.
2. Teaching is the guidance of learning so that desirable changes in behaviour are achieved. These changes are not brought about by the teacher telling the student something; they are brought about by helping her to feel the need for learning, and guiding her to experiences in which the learning can take place.
3. Learning is not a passive absorption of facts to be memorized and repeated. It is an active process.
4. Interests, needs or driving forces (motivations) within people prompt them to learn, and these should be recognized by the teacher, built upon and used. Such motivations are, for example:
  - a. basic biological needs
  - b. need for social approval
  - c. need for affection
  - d. need for a feeling of personal worth
  - e. need for freedom from mental hurt
  - f. need for self expression
5. Learning takes place only when the student is ready to learn. If her previous knowledge or experience before or after entering the school has not provided her with sufficient background for what is being taught, the desired learning will not take place.
6. Learning is facilitated when it is related to events familiar or of interest to the student. The teacher should use good examples to illustrate her teaching and should select learning experiences carefully.

7. When the student has a part in determining her own goals, learning occurs more readily than when she strives for goals the importance of which is not clear to her. Objectives of units of teaching should be clearly understood by the student as well as by the teacher.
8. Learning is often affected by the behaviour of people closely related to the learning situation. The teacher should endeavour to create a good rapport between herself and the students and amongst the students themselves. Example has long been recognized as one of the best ways of teaching attitudes.
9. Learning is more effective when what is learned is put to use immediately. There should be a close relation between theory and practice.
10. Learning takes place when the student has optimum physical, emotional, psychological and intellectual maturity.
11. Learning is effective, when the student has a clear goal or purpose in her mind. When the objective is blurred, learning is affected.
12. Learning is enhanced, when it is positively reinforced.

## **2. FACTORS CONTRIBUTING TO SUCCESSFUL TEACHING**

### **Clinical teaching**

Planned teaching should not be restricted to the classroom but should also be carried out in the clinical area by the tutor, clinical instructor, ward sister or other appropriate person.

### **Problem Solving**

The responsibilities of the professional nurse require her to be able to think critically and creatively, act independently and make considered judgements. These abilities are not developed by 'spoon-feeding' and 'rote-learning' but by methods of teaching which present the student with a problem or a situation and thereafter make her go through the processes of fact-finding, selecting a course of action, acting on it and evaluating the result. Problem-solving is a commonly employed and effective teaching method.

### **Library**

The Library is an important tool and, intelligently used, can be of tremendous assistance to both teacher and student in preparation and study. Also, the assignment of selected reading or learning of facts in advance of scheduled classes will, where appropriate, permit better utilization of class time. If library holdings are limited, it may be helpful to have extracts from books or articles cyclostyled and distributed. When fluency in the language of instruction is a problem, some of the library funds may be utilized for translating selected material into the local language.

### **Audio-visual Aids**

Audio-visual material such as graphs, pictures, posters, films, film-strips, diagrams, flip-charts, models, flannelgraphs, computers and audio video cassettes, are all excellent aids to teaching. Skill is required in their use so that they act as a complement to a good, well prepared lecture and not as a substitute for one.

### **Consideration of the Student's Level of Attainment**

The methods of teaching which are selected should show consideration for the student's intelligence, previous experience and professional growth. Frequently, a brief review will bring out the student's existing knowledge of a subject and save hours of needless teaching. Discussion will give students an opportunity to contribute, and the increased knowledge and experience they have acquired by the time they are in their senior year will make democratic methods (i.e. with student participation in the teaching) more interesting, more beneficial and more satisfying to them.



### **Selection According to Topic**

The method of teaching will vary from topic to topic. For example, the teaching of scientific laws and theoretical principles calls for the laboratory, where their validity may be proved; aspects of sociology such as cultural patterns and customs, make the discussion method an obvious choice, as a mixed group of students is in itself an excellent source of information; the purification of water points to an observation visit to the local water works as the method of teaching likely to be most effective.

### **Didactic and Democratic Methods**

There is a definite place both for formal lecture methods of teaching and for other methods requiring more active student participation. No method absolves the teacher from responsibility: it is fallacy to think that the discussion method, for example, does not require much advance preparation; all methods do. The teacher must be well prepared so that she can guide the discussion, dispel doubts, fill in gaps and clarify misconceptions.

### **Access to Demonstration Room**

In the same way as the library, the Fundamentals of nursing laboratory (or demonstration room) should be accessible to students every day for private study and practice. This enables students to improve their knowledge and develop skills in the subjects already taught, according to their individual needs, and can save hours of repetition during planned class hours.

### **Knowledge of Subject**

It is essential that the teacher has a good knowledge of the subject she is teaching and when responsible for the teaching during the clinical assignments, have sufficient practical experience in the clinical speciality concerned.

### **Ability of Teacher**

Teachers have their own particular strengths and weaknesses, but they should make every effort to use teaching methods which will most effectively bring about the desired learning. Successful teaching depends on the ability of the teacher and a good teacher can make a lecture on the "driest" subject interesting and stimulating, whereas an inefficient one can use even the best method ineffectively.

### **Qualities of teacher**

Closely related with the ability of a teacher are the qualities of a teacher. Teachers should strive to develop qualities like enthusiasm, friendliness, sense of humour and dynamism. She must be knowledgeable, organized, helpful and interested in teaching.

### **Motivating students**

An important factor that contribute towards successful learning is motivation of students. A student shall be motivated, in order to achieve results. It is also true that in order to avoid failure, a student shall be motivated. A student should have the intrinsic interest to be motivated, which is essential for effective learning.

### **3. MANAGEMENT OF FACTORS WHICH MAY INHIBIT EFFECTIVE TEACHING :**

The following suggestions are made with regard to the management of such factors.

### **Previous Experiences of Student**

Students come to the School of nursing with different experiences, depending on their home environment, community, education, etc. These differences may be more marked in countries where the economic development is uneven, where there are decided differences between rural and urban communities, and where there is considerable disparity in standards of education. In such circumstances the teacher may overcome or mitigate the difficulties by:

- a. being particularly assiduous in giving opportunities for questions following formal lectures.
- b. giving frequent short tests to assess understanding.
- c. making use of discussion methods of teaching, in which all the students can contribute according to their ability and past experience, and where she can fill in the gaps and clarify misconceptions.
- d. giving individual assistance, when required, and
- e. assisting the student through a specialized study programme.

### **Changing and Expanding Traditional Methods of Teaching**

If the student is unfamiliar with the teaching method being used, ability to benefit from the teaching may be limited. This applies in particular to students who are familiar only with formal lectures, dictation and rote-learning. In such circumstances the teacher may:

- a. from the pre-clinical period, hold short discussions following normal lectures,
- b. introduce the new methods little by little,
- c. encourage students to express their opinions freely,
- d. avoid exposing any student to ridicule
- e. introduce problem-solving techniques into the teaching, using simple, elementary problems to begin with
- f. discourage rote – learning
- g. encourage students to express themselves in their own words when answering in class and in tests,
- h. where appropriate, give them study assignments in advance so that they may come to class prepared to discuss the topic
- i. give written assignment which encourage them to look for information, decide on a course of action and be prepared to discuss and defend their decisions, and
- j. provide opportunities for participation in discussions, debates and panel presentations.

### **Fluency in the Language**

When students do not have sufficient fluency in the language in which the teaching is being carried out, the following measures may be taken to assist them:

- a. If the problem affects the majority of students, language instruction may be included in the curriculum.
- b. If only a few are affected, private tuition in the language may be arranged for them.
- c. Reading and writing assignments – not necessarily on professional topics – may be given in the language of instruction.
- d. In discussions, conferences, etc, students should be encouraged to express themselves freely
- e. Important points, technical terms, numbers and similar data should be written on the black-board
- f. Cyclostyled notes may be provided
- g. Brief notes may be dictated to the students, when necessary, and later corrected
- h. Extra tutorials for students requiring assistance may be arranged



- i. If books in various regional languages, besides those in the language of instruction, are available, they should also be acquired for the library.
- j. If library funds permit, selected articles should be translated into the regional languages, to help students in understanding the subjects.
- k. When formal lectures are given in only one language by an outside lecturer, they should be followed by explanations of important points in the more familiar language.
- l. The teacher herself should also explain the main points of a lecture in the more familiar language if she is familiar with it.
- m. In examinations, the objective types of questions should be used where appropriate.
- n. In local and State examinations, question papers may be provided in both the language of instruction and the one with which the students are more familiar; however, the language in which the answers are to be written will depend on the policy of the examining body.

### **Previous Experience of Teacher**

The methods of teaching selected by a teacher will be influenced by her experience in nursing and in teaching, by her interests and by the time she has for preparing her work. To begin with, a new teacher may favour more formal methods of teaching, such as lectures and demonstrations of specific nursing procedures, which can be carefully planned in advance and which carry the least risk of questions for which she may be unprepared. Later, with more experience and self-confidence, she will branch out into other methods. The following may assist her during this transitional period:

- a. Close contact with the wards or community health field, to increase her knowledge and keep her up to date with new techniques and concepts;
- b. Participation in the school's in-service education programme for teaching staff; where required a short assignment to a particular clinical field may be arranged;
- c. Regular use of library facilities;
- d. Constant evaluation of her own teaching and evaluation by fellow tutor whom she trusts and respects;
- e. Keeping a personal file (suitably indexed) of references, extracts, factual data, anecdotes and other material which will be helpful to enrich her teaching and
- f. Taking advantage of every opportunity to express her ideas in a group.

### **Discipline in Class-room**

Poor maintenance of class-room discipline inhibits effective teaching. Having two or three rules in the class, which are discussed, developed and maintained in the class by the teacher can ensure discipline and should learn to reinforce acceptable behaviour by positive consequence. At the same time, teacher should also learn to ignore inappropriate behaviour from the students.

## **4. METHODS OF TEACHING**

There are many teaching methods available. There is no one best method. There are only methods, each of which may contribute in a different way to the accomplishment of learning outcomes.

There are few factors which help in the selection of teaching method :

- 1. Learning outcome
- 2. Learners in the class
- 3. Subject matter
- 4. The instructional material used
- 5. The teacher's personality and her special assets

The various teaching methods are as follows :

1. Lecture
2. Demonstration
3. Discussion
  - a. Class discussion
  - b. Group discussion (Buzz session)
  - c. Panel discussion
  - d. Symposium
  - e. Seminar
  - f. Conference
  - g. Workshops
4. Role Playing
5. Simulation exercises
6. Field trips (Observational visit)
7. Project Method
8. Nursing care studies
9. Programmed instruction
10. Clinical teaching
  - a. Clinics
  - b. Nursing rounds

#### 11. Other Methods

- a. Brain storming
- b. Questioning
- c. Computer –assisted instruction
- d. Microteaching

#### 1. Lecture

It is a careful presentation of facts with organized thoughts and ideas by a qualified person. A lecture is a formal talk given by the teacher, in which student participation is limited. It is a useful method when large number of students are involved and for presenting new material which is not easily accessible, or for introducing or summarizing a unit of study or a particular assignment.

In delivering the lecture, the teacher may follow the conventional method, i.e., direct presentation of the subject, or she may use the "problem" approach – the presentation and solution of a problem, in the course of which the subject matter is covered.

- a. It is an extremely formal technique. The lecture permits only one way communication.
- b. It allows for complete and detailed presentations without the distraction of interruptions
- c. It is a very rapid method of conveying information to a group.
- d. Control can be rigid, since it is entirely in the hands of the speaker.
- e. It calls for a high degree of competence on the part of the speaker and a high level of audience cooperation
- f. Audience exert little control over content and approach



## **Advantages**

1. Teacher has complete control over the content and can develop the presentation according to her plan.
2. It presents information in a formal and direct manner.
3. In a very short time knowledge can be given (economical in time).
4. It guarantees some preparedness to audience.
5. It supplies expert information with continuity (lecture is thoughtfully prepared)
6. The material can be presented to a large group at one time.
7. Interruptions and distractions are avoided.

## **Limitations**

1. Lack of student's participation results in loss of exchange of ideas.
2. It is a Passive method
3. May not interest all members of the audience
4. Teacher may give superficial ideas because of lack of expertise
5. In a very short time a speaker tries to put forward many points.

Guidelines that are helpful to the teacher in using the lecture method

1. The lecture should be well prepared
2. Establish good rapport with students
3. Presentation should be clear, audible, with appropriate gestures and eye contact
4. Presentation should be in an organized manner to facilitate note taking. Avoid dictating word by word from the notes.
5. Audio-visual aids should be used whenever necessary.
6. Appropriate examples should be used as illustrations.
7. Time should be provided at the end for questions and clarifications.
8. When the language used is not easily understood by a number of students the main point should be repeated in alternative language.

## **2. Demonstration**

A demonstration is a visual presentation for the purpose of teaching, using the actual objects. This is a formal presentation that illustrates how to perform an act or procedure. In other words in the demonstration method, teacher teaches with exhibition and explanation. In nursing education it is used to develop many technical skills in the students. Hence the demonstration method is of utmost importance in the teaching of nursing.

### **Essential Characteristics of a good demonstration**

1. The demonstrator should understand the entire procedure before attempting to perform for others.
2. All equipment should be assembled and pretested before demonstration takes place.
3. The demonstrator and the group should have advance knowledge.
4. A positive approach should be used
5. Every body should have a good view of the demonstration
6. The demonstrator should use running comments.
7. The setting for the demonstration should be as true to life as possible.
8. A discussion period should always follow the demonstration.
9. Prompt return demonstration and practice for students should be there.

### **Advantages**

- 1 It activates several senses therefore, there is better opportunity for learning
- 2 It provides an opportunity for observational learning.
- 3 It correlates theory with practice.
- 4 It governs interest by use of concrete illustrations.
- 5 It gives the teacher an opportunity to evaluate the student's knowledge of a procedure and to determine whether reteaching is necessary.
- 6 It clarifies the underlying principles by demonstrating the 'why' of a procedure.

### **Limitations**

1. Needs a lot of time
2. Scarcity of models

### **3. Discussion**

A discussion involves the meeting together of a group of people to deliberate on a topic/question of mutual concern, or solving a problem.

### **General Principles**

- a. There should be a clearly defined objective which is understood by all the participants.
- b. The members of the group should come to the discussion with a basic knowledge of the topic to be discussed.
- c. There should be a leader (or chairperson) to guide and co-ordinate the proceedings.
- d. The main points in the discussion should be recorded.
- e. Every one should feel free to participate.
- f. Shy persons should be encouraged to contribute.
- g. All points of view should be fairly considered.
- h. Discussion should be kept to the point.
- i. The discussion should be properly closed with a report, decision, recommendation or summing up of the matters discussed.

There are various forms of discussions. They are as follows:

#### **a. Class Discussion**

In class discussion the teacher acts as the leader, will present the topic, and guide and direct the discussion. Teacher also will note the main points and will assist the group in summing up. Teacher takes responsibility for the whole class participation. This will be useful for a small group of students and it will be more useful if the students have prior knowledge of the subject.

#### **b. Group discussion (Buzz sessions)**

Buzz session is a time limited (5-10 mts) discussion by small groups (5-10 members) within a large audience that focuses on a specific question.

### **Uses**

1. Every person in the group is involved in the discussion
2. Produces useful results in minimum time
3. Produces wholesome effect on group members
4. Creates informal atmosphere



### **Limitations**

1. Result depends on the leader
2. Cannot be used in all situations

### **c. Panel Discussion**

A panel consists of a few members who come prepared to exchange ideas and views on a particular subject under the leadership of a chairman.

#### **Characteristics**

1. Panel should consist of 4-8 members
2. Panel discussion consists of three components – the members of the panel, the chairman and the audience.
3. Panel topic and each member's assignment should be carefully done in advance.
4. Panelists must be experts on the subject.
5. Chairperson should be skilled in directing the discussion.

#### **Method**

The chairman opens the discussion by introducing the members.

The topic is then presented and the panelists discuss the topic in an informal way.

The chairman makes sure that all panelists keep to the point.

When necessary, the chairman may clarify any issue or misunderstanding.

The discussion may or may not be thrown open to the floor

At the end the chairman sums up the main points and ends the discussion.

#### **Advantages**

It exposes learners to multiple views and shared perspectives on a problem.

Variation in speakers helps maintain learner's interest.

#### **Limitations**

Overlapping or gaps of the topic may occur because of the informal presentation style.

The discussion may focus to the interest of panelists but not that of the audience.

Makes no attempt to arrive at a solution.

### **d. Symposium**

A symposium is the systematic presentation of various aspects of a topic by a group of two or more persons with a special knowledge of the subject. It is more formal than a panel discussion and the audience participation may not play a great part.

#### **Characteristics**

It allows for a systematic and relatively complete expression of ideas.

Complex subjects and problems may be divided readily into logical component parts.

Time allotments should lead to precise, logical presentation.

Presentations should be planned and structured in such a way there is minimum duplication and repetition.

#### **Advantages**

Presents several aspects of a problem.

Speeches are short and to the point.

There is no interruption during presentation

#### Limitations

Presentation may not address the desired content.

Audience participation is limited to one or two questions.

### **e. Seminar**

A group of persons gathered for the purpose of studying a subject under the leadership of an expert or learned person is termed as seminar.

#### Characteristics

Seminar is conducted by content expert who guides the group members in selecting the topic.

Participants work independently to prepare on assigned topic for presentation.

Following presentation, group members discuss, analyse and critique content.

#### Advantages

Permits free discussion

Permits indepth enquiry in area of interest

Provides an opportunity to study under able leadership

#### Limitations

Difficult to identify a skilled content expert

Initial interest may disappear leading to absenteeism.

### **f. Conference**

A Conference is a meeting of the teacher with a small number of students as a group for the discussion of a problem or a selected situation, or before or after an observation visit. It is similar to a class discussion but the number of students is more limited, and questions can thus be more easily adjusted to suit individual students.

#### Advantages

There is opportunity for formal and informal interactions.

There is sharing of experiences and unique perspectives enhancing the rich resources, the learners bring to the setting.

### **g. Workshop**

It refers to a group of individuals who work together toward the solution of problem in a given subject matter or field during a specific period of time to develop competencies in a defined area of concern.

It is not used very much for teaching undergraduate students because it is primarily designed for individuals who have experience in the field of learning that they are investigating.

## **4. Role Playing**

#### Description

Role playing is a simulated experience where participants enact interpersonal problems typical of real life situations. Actors "play" the role without script and in the end the enactment is analysed by the roleplayers and observers



### Uses

1. Effective in gaining insight into human relations.
2. Helps in handling interpersonal conflicts without risk of real-life experimentation.
3. Role - Play generates case data for further discussion.

### Considerations

1. Should be planned well and organized in advance.
2. Specific objectives and guidelines should be there for the actors.
3. A director should be selected to manage the role play.
4. The play should be objective, specific and detail information should be planned out.
5. The discussion will be focussed on the issue of play and not on the acting ability of the players.
6. Simple play is briefed verbally to the audience and in complex plays hand outs are given concerning the play.

### Advantages

1. Provides opportunity to practise interactive skills in a safe – controlled environment.
2. Effective for the affective learning skills.
3. Role-Plays involve both the actor and the audience.

### Limitations

1. Content and process of role playing depends on the players and can be unpredictable.
2. Educator must be prepared to deal with emotional content and possible deceptive behaviour.
3. If participants are uncomfortable then the data may be superficial or irrelevant.

## 5. Simulation Exercise

Simulation provides an excellent opportunity for sensory learning. It is a means of providing first hand experience in a natural setting. Simulations are useful for teaching under the following conditions.

1. There are specific complex skills to be learned.
2. The components of the task are complex and difficult to analyze.
3. Equipment necessary for the task is costly or can be broken or destroyed easily.
4. The behaviour to be learned is hazardous to life or potentially places people in unsafe, uncomfortable, or unhealthy situations.
5. Reality is unavailable or difficult to find
6. The game is easier or more convenient than reality.

### Advantages

1. Three dimensional effect and concept of reality, clarifies a concept in the students mind.
2. Size allows close examination.
3. Good for magnified situation (e.g. middle ear mechanism)
4. Can be used to demonstrate function as well as construction
5. Can permit learning and practice of different techniques.
6. Some can be made with local material
7. It provides concrete experience.

### Disadvantages

1. Craftsmanship required for local construction
2. Simulation models are often expensive

- 3 Usable for small groups
- 4 Models often are easily damaged.
- 5 Never same as performing technique on a patient

#### Procedure in the use of 3-dimensional materials

- a Students should have actual first hand experience.
- b Both teacher and student should have a definite objective
- c The student should be stimulated to further inquiry.

### 6. The field trip (Education trip, excursion, observational visits)

It may be defined as a teaching method by which the student studies first hand objects and materials in their natural environment, It may include visits to special departments and units in the hospital, to outside agencies and to community services.

#### Advantages of the Field trip

1. Furnishes first hand information to supplement and to enrich class room instruction e.g. a class in public sanitation may go to the city water department to see how water is purified.
2. Is useful for teaching when a particular activity or situation is not reproducible in the class room or when the learning may be acquired more effectively else where.
3. Gains first hand knowledge of the community services and agencies and their relationships to the hospital in helping the patient.
4. Develops a better understanding of the aetiology factors of disease - housing, sanitation, economic conditions, industry.
5. Creates situations which help to develop observation and keenness.
6. Provides actual source material for study
7. Arouses interest and vitalizes instruction, there by providing motivation.
8. Serve as an effective means of correlating the subjects of the curriculum.

#### Limitations

1. Many field trips are time consuming.
2. The trip has to be planned at the convenience of the establishment visited, so it may not correlate with the most effective time in the curriculum.
3. If the size of the group is large, it may be divided into smaller groups and this may take up considerable time at the place visited.

#### Organization of field trips

1. Study the possible resources available for field trips and analyze whether they will contribute to the attainment of desired objectives. The time and cost of the trip should be commensurate with the values to be gained.
2. Establish and maintain cordial relations with those in charge of situations to be visited, and secure permission for the visit.
3. Advise the administrator of the purpose of the visit and the number of students
4. Make necessary arrangements for the time and transportation for the visit.
5. Review the behavioural objectives with the students so that they will know the type of observations that will relate to their objectives.
6. Supervise carefully during the visit in order to protect the student and the school
7. Ask each student for a written summary stating behavioural objectives and telling how the field trip contributed to her achievement. This provides one means for the evaluation of the learning experience



## 7. Project Method

A project is a problematic act carried out to completion in its natural setting.

### Types of Projects

- i. individual
- ii. group

### Classifications of Projects

- a. Production of some physical or material product (making a model)
- b. Learning Projects – e.g. make a fracture bed
- c. Intellectual or problem projects (Problem solving)

### Criteria for selection of projects:

Every potential project should be studied carefully, with the following criteria in mind:

1. Does it have definite educational value? Is it worthwhile?
2. Is it challenging and does it require a reasonable amount of effort?
3. Is it adapted to the needs and the ability of the student?

### Steps in developing a project

**Proposing :** The project should be selected by the student with the approval of the teacher. She should be motivated to reach her goal and directed to think her problem through.

**Planning :** A good plan is to have the student draw up detailed written outline of how she intends to proceed.

**Executing :** It is the vital part. Care must be taken that the students attention and energy are centred on values. The project should always be completed.

**Judging :** The student should be given the necessary standards for evaluating her own work.

### Advantages of the Project method

1. It increases the interest of students
2. It gives freedom of thought and action
3. It establishes a definite, tangible and ascertainable goal
4. It provides for individual differences
5. It provides for the development of "doing abilities"
6. It teaches the individual student to evaluate or judge results.
7. It provides for whole hearted purposeful activity.

### Limitations

Topics selected may not be relevant

Time may not be utilized properly.

## 8. Nursing Care Study

It is a case study in which there is a comprehensive study made of the complete nursing care of an individual patient.

### Types

1. May be a hypothetical one
2. May be a real life one either previously written (canned study) or one being presently studied and prepared by a student.
3. It may be done by one student or by a group of students who are responsible for different aspects

### Forms of Nursing Care studies

1. Written nursing care study. Some form of outline may be given as a guide but student's own creativity and initiative should be encouraged.
2. Oral nursing care study :

It is one which is presented by one or more students to the clinical instructor or to a group of students.

### Advantages

1. Provides opportunity for the student to solve nursing problems.
2. It stimulates the student to meet her problems by critical and reflective thinking.
3. It acquaints the student with professional literature which has special bearing on nursing problems.
4. Helps the student to integrate all her knowledge of the various subjects like Anatomy, Physiology, Pathology, Dietetics etc.
5. Stresses on the health and social aspects of nursing.
6. Emphasizes the individual personality of the patient.
7. Contributes to the building up of a specific body of knowledge in nursing science.
8. In written care study, it provides for self expression in writing.

### Limitations

1. Requires a great deal of time to write in an acceptable form.

The Nursing care study should provide information on the patient's social and cultural background, his own health and that of his family, relevant details of illness, treatment given, the nursing care, prognosis and plans for rehabilitation.

## 9. Programmed Instructions

Programmed instruction is the auto (or ) self instruction constructed in learning sequences in which student actively follows step by setp at his own pace of learning. It controls the student's response and provides a feed back to the student in a pattern designed to accomplish maximum transfer of learning

### Advantages

1. Enables student to work at her own pace.
2. Facilitates self evaluation
3. Makes mass teaching possible with high efficiency
4. High availability
5. Facilitates decision making (solution of complex problems)
6. Avoids bias transmitted by "bad teachers"
7. Allows a good teacher to save time that can then be spent on more complex activities such as interpersonal relations.



- 8 Can be kept up to date with new scientific developments and contain references to other documents.
- 9 The learner is active
- 10 The learner gets frequent and immediate feedback on her performance.
- 11 Learning proceeds gradually from the less complex toward the more complex in an orderly sequence.
12. Programmed instruction can teach :
  - At all levels of the educational system
  - At all levels of ability from the slow learners to the learner with high ability
  - A variety of subject matter that has high informational content
  - Verbal and manual skills.

#### Disadvantages

1. Necessitates special educational competence
2. High additional investment costs (in teacher's time and money)
3. No group dynamics.

#### Types

Linear Programming : is built on a particular model of the learning process, which the linear theorist believes is accurate and general enough for practical use.

Intrinsic Programming : is not committed to any theory of learning. It is considered to be a technique for preparing written materials that will accommodate a wide range of educational purposes.

### 10. Clinical Teaching

#### a) Clinics

Clinic is used to describe a workshop like format that focuses on the development of specific skills. Exercises, practice sessions and group problem solving are the major strategies.

Use : It helps to update and extend knowledge through study and application. The clinic format permits the use of a wide variety of teaching strategies.

Limitations : It may overload the learner

#### b) Nursing Rounds

Nursing rounds focus on the nursing care of specific patient or a client group such as family. Details of the case are presented by those who have provided nursing care, with optional participation by the patient.

Uses :  
           It helps in improving Nursing care  
           It is helpful for staff development  
           The nursing rounds are patient centred

#### Considerations

The focus of nursing rounds should be clear

Proposed area of topic can be pre-informed for the preparation of learner.

Patients selected should have adequate objective related variables.

Person presenting should be familiar with the patient care

### Advantages

1. Can achieve several objectives in single learning experience.
2. Cognitive, Affective and psychomotor domains can be achieved in a single learning experience.
3. There is participation of several learners in the rounds.

### Limitations

1. The presentation may be too narrow or too broad based.
2. Disorganized presentation can affect the learning.

## 11. Other Methods

### a. Brainstorming

Brainstorming is a type of small group interaction designed to encourage the free introduction of ideas on an unrestricted basis and without any limitations as to feasibility.

### Characteristics

- Participants are encouraged to list for a period of time all the ideas that come to their minds regarding some problem and are asked not to judge these ideas during the session.
- Judgement of ideas is deferred to a later time.
- Each person is encouraged to share his ideas even though they may be wild.
- Positive phrases are used rather than negative ones.
- At the end all ideas are sifted and evaluated. Those which are unsuitable are eliminated. The accepted usable ideas can be classified as those which can be used immediately and those which need further study.
- It is most effective in a group where there are 12 to 15 members.

### Advantages

- It is informal
- It allows for maximum creativity and interstimulation
- It makes certain that no aspect of a problem has been overlooked.

### Limitations

- The process is time consuming, particularly where less than 10% of the ideas are ultimately usable
- The productivity depends on the abilities and quality of orientation of the participants.
- Mental fatigue can occur if brain storming is prolonged over an hour.

### b. Questioning

Questioning is one of the oldest and most widely used methods of teaching. The manner of questioning, the time and the content of questions result in learning.

### Uses of questioning

1. It measures student achievement and skills.
2. It directs and stimulates thought.
3. It helps student to organize and interpret materials and experiences.
4. It facilitates student to interpret and evaluate information by development of the attitude of critical enquiry.
5. It helps in discovering interests and abilities of individual students.
6. It obtains individual or class attention when class grows restless.



### Characteristics of a good question

1. It should help in attaining the objective
2. It should be based on sound ideas and purposes. e.g. if purpose is to arouse thought then it must meet this requirement.
3. It should be within the range of the students abilities
4. It should present a challenge.
5. It should contain only one idea
6. Leading questions, catch questions, and excessive use of discussion questions should be avoided.
7. A question should be well worded

### Principles/guides of questioning

1. Address questions to the class in general
2. Distribute questions as evenly as possible to all students.
3. Allow sufficient time for formulation of an answer.
4. Ask questions in a natural, interested, conversational tone.
5. Give credit to students as much as possible for answering.
6. Organize questions around sequences.
7. Occasionally assign questions to the inattentive student.

### Advantages

1. Involves learners actively
2. Provides immediate feedback on progress to both learner and educator.
3. The questioner can control the contest with some input by the respondent.

### Limitations

1. Questioning works best with a small group of learners.
2. If questioning is at an inappropriate level the experience may not be beneficial.

### c. Computer Assisted Instruction

Computer Assisted Instruction is a type of programmed learning that combines teaching and testing, in an interactive system. Key components of the CAI are the computer and the software programme containing lesson data on a disk.

### Characteristics

- Learners must be fully oriented to the system before they can use it.
- Terminals should be readily accessible during on duty and off duty times.
- The learner must actively participate in the learning process by selecting lessons and responding to questions.

### Advantages

- Variety in programme options to fit the level of learner
- Permits flexibility by allowing learner to select convenient time.
- Provides visual appeal and interest
- Ensures accurate display of data
- Provides opportunity for self evaluation through self administered test.
- Provides cumulative feedback on the progress of the learner and can pinpoint areas of deficiency.

#### Limitations

- Lack of instructional software
- The purchase of computer represents a considerable investment
- There may be problems of software – hardware compatibility
- Technological advances rapidly render equipment obsolete.
- Learners may resist or reject computer learning (Complete self learning)

#### d. Micro Teaching

Micro teaching is a teacher education technique. It is organised to expose the students to an organised curriculum of miniature teaching encounters.

#### Purposes

- Training of teachers to improve teaching skills.
- Self improvement of teachers in teaching skills.

#### Method

The teacher is asked to plan a short lesson (micro lesson) for 5-10 minutes and teach in front of 3-5 students concentrating on one or few teaching skills. There is scope for projection of model teaching skills if required. Teaching is evaluated by the students, peers and supervisor using checklists and feedback is given on both positive and negative aspects. Using the feedback the teacher replans the lesson and teaches another group and seeks feedback. Such repeated cycles help the teacher to improve her/his teaching skill.

#### Advantages

- Sharpens and develops specific teaching skills
- Enables understanding of behaviour important in teaching
- Increases confidence of the teacher trainee
- Enables continuous training
- Provides expert supervision and feedback

#### Limitations

Due to lack of indepth awareness it is said that it:

- Produces homogenised standard robots with set smiles and procedures
- is a form of play acting in unnatural surroundings
- may not ensure internalisation of acquired skills

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**PART II**

**GUIDE TO  
THE G.N.M. SYLLABUS  
AND REGULATIONS OF THE INDIAN NURSING  
COUNCIL**

**SECTION – A**

**ORGANISATION AND IMPLEMENTATION OF  
A CURRICULUM BASED ON  
MINIMUM REQUIRED BY THE INDIAN NURSING  
COUNCIL  
(CHAPTERS 11-13)**

**SECTION – B**

**GUIDE TO THE IMPLEMENTATION OF THE  
CURRICULUM (SUBJECT-WISE)  
(CHAPTERS 14-36)**

## INTRODUCTION TO PART II

Part One of the guide deals with the guidelines for organisation of Schools and development of the curriculum. To be effective, the schools will have to develop their own curriculum based on INC syllabus, keeping in view their own philosophy, objectives and physical facilities. But this is possible only if there is adequate number of qualified and experienced staff.

Lately there has been a spurt in opening of new schools of nursing while there is scarcity of qualified and experienced teachers. Through inspection reports and other informations, Indian Nursing Council is concerned about the acute shortage of qualified staff for proper implementation of the syllabus. For the guidance of such institutions are the chapters 11 to 13 in Part II which deals with curriculum implementation added, recognising fully the difficulties of preparing it in a general manner. It gives guidelines for adopting various systems of teaching, organisation and management of student's clinical experience according to availability of clinical fields and the system of conducting examinations. Each institution is expected to modify the plan to suit its own situations, without compromising the requirements laid down by I.N.C.

Chapters 14 to 36 give a detailed description of implementing the teaching of each subject in the classroom, laboratory and clinical/field settings. In addition to the revision of general guidelines on organising the teaching of each subject, a detailed course plan is added for the benefit of teachers with comparatively less or no experience. In each course a sample unit plan is also given with the hope that the principals will ensure that each teacher prepares unit plans for the entire subjects she is teaching, discuss and finalise it in the faculty meetings to facilitate better teaching learning process. However, the teachers should have academic freedom to utilise their creativity in planning and implementing the teaching programme.

This part of the guide has been prepared with the assistance of nursing teachers, doctors and others with special preparation and experience in their respective fields from various states and institutions across the country.

(Mrs. S.A. SAMUEL)



# **Section A**

**(Chapters 11-13)**





# CHAPTER – 11

## ORGANISATION OF THE CURRICULUM

### ORGANISATION - TEACHING SYSTEMS – ORIENTATION

#### 1. ORGANISATION

##### a. Curriculum Plan

It is the practice in many countries for a national or state body to prescribe minimum requirements for the recognition of schools of nursing offering a basic nursing course leading to registration. These are minimum requirements prescribed about the subjects in the curriculum, the allotment of the time and the clinical experience to be provided for, but individual schools have complete freedom to add to these requirements and to organize the teaching in any way they desire to make it suitable to their local needs.

In India, the minimum requirements to be met by schools of nursing are prescribed by the Indian Nursing Council, the national statutory body. The requirements are reviewed from time to time and modified as conditions change. To illustrate how the minimum requirements prescribed in the revised syllabus and regulations of the Indian Nursing Council (2001) may be organized in accordance with the plan discussed in chapter 4, a general curriculum plan has been drawn up and is given in Chart-9. This plan incorporates the exact minimum in relation to subjects, time allotment, distribution of hours and clinical experience. It can be modified considerably to meet the needs of the individual schools.

##### b. Minimum requirements and courses of instructions and supervised practice recommended by Indian Nursing Council

#### FIRST YEAR

| Subjects                                      | Theoretical hours | and Supervised Practice |
|---|-------------------|-------------------------|
| I. Bio. Sciences                              |                   | 120                     |
| (i) Anatomy & Physiology                      | 90                |                         |
| (ii) Microbiology                             | 30                |                         |
| II. Behavioral Sciences                       |                   | 60                      |
| (i) Psychology                                | 40                |                         |
| (ii) Sociology                                | 20                |                         |
| III. Fundamentals of Nursing                  |                   | 215                     |
| (i) Fundamentals of Nursing                   | 175               |                         |
| (ii) First Aid                                | 20                |                         |
| (iii) Personal Hygiene                        | 20                |                         |
| IV. Community Health Nursing                  |                   | 150                     |
| (i) Community Health Nursing                  | 80                |                         |
| (ii) Environmental Hygiene                    | 20                |                         |
| (iii) Health Education & Communication Skills | 20                |                         |
| (iv) Nutrition                                | 30                |                         |
| V. English                                    |                   | 30                      |
| <b>Total hours of first year</b>              |                   | <b>575</b>              |

**SECOND YEAR**

| <b>Subjects</b>                   |  | <b>Hours</b> |
|-----------------------------------|--|--------------|
| I.                                | Medical Surgical Nursing I<br>(including Pharmacology) | 140          |
| II.                               | Medical Surgical Nursing II<br>(Specialities)          | 120          |
| III.                              | Mental Health & Psychiatric Nursing                    | 70           |
| IV.                               | Computer Education                                     | 30           |
| <b>Total hours of second year</b> |  | <b>360</b>   |

**THIRD YEAR****Subjects**

|                                  |                             |            |
|----------------------------------|-----------------------------|------------|
| I.                               | Midwifery and Gynecology    | 120        |
| II.                              | Community Health Nursing II | 100        |
| III.                             | Paediatric Nursing          | 70         |
| <b>Total hours of third year</b> |                             | <b>290</b> |

**INTERNSHIP PERIOD**

|              |   |            |
|--------------|---|------------|
| I.           | Educational Methods and Media for teaching in practice of Nursing | 45         |
| II.          | Introduction to Research  | 40         |
| III.         | Professional Trends and Adjustment                                | 40         |
| IV.          | Administration and ward management                                | 45         |
| V.           | Health Economics  | 20         |
| <b>Total</b> |   | <b>190</b> |

**Year-wise distribution of weeks, days and hours of the course**

Maximum hours per week per student shall be 36 to 40 which include classroom instructions and clinical field practice.

|                      |          |            |
|----------------------|----------|------------|
| 1 <sup>st</sup> Year | 46 weeks | 1656 Hours |
| 2 <sup>nd</sup> Year | 46 weeks | 1656 Hours |
| 3 <sup>rd</sup> Year | 46 weeks | 1656 Hours |
| Internship           | 24 weeks | 1152 Hours |

Note : Out of 52 weeks in one academic year, total of 6 weeks are deducted, 4 weeks vacation, 1 week preparatory leave, 1 week for examinations. Each week comprises of six days for classroom instruction as well as for clinical/field practice. Six days a week and 36 hours per week comes to 1656 hours per year. Sundays and Gazetted holidays should be considered as holidays. During internship 6 days a week and 48 hours per week comes to 1152 hours in 24 weeks.



## CLINICAL EXPERIENCE

Students should be assigned for observing and practising what they are learning under supervision in the clinical area.

Minimum clinical field experience required and its suggested placement is as follows :

### BREAK UP OF CLINICAL EXPERIENCE

| YEAR                                 | FIRST YEAR |      | SECOND YEAR |      | THIRD YEAR |      | Internship |          | Total of 3 yrs. 6 mth. |         |
|--------------------------------------|------------|------|-------------|------|------------|------|------------|----------|------------------------|---------|
|                                      | Hrs.       | Wks. | Hrs.        | Wks. | Hrs.       | Wks. | Hrs.       | Wks.     | Hrs.                   | Wks.    |
| Subject                              | 612        | 17   |             |      |            |      |            |          | 612                    | 17      |
| Basic Nursing                        |            |      |             |      |            |      |            |          |                        |         |
| Medical Surgical Nursing I & II      |            |      | 828         | 23   |            |      | 336        | 6        | 1164                   | 29      |
| Community Health Nursing             | 288        | 8    | 72          | 2    | 216        | 6    | 168        | 4        | 744                    | 20      |
| Psychiatric Nursing                  |            |      | 216         | 6    |            |      | 126        | 3        | 342                    | 9       |
| Paediatric Nursing                   |            |      |             |      | 288        | 8    | 126        | 3        | 414                    | 11      |
| Midwifery and Gynaecological Nursing |            |      |             |      | 756        | 21   | 168        | 4<br>* 4 | 924                    | 25<br>4 |
| TOTAL                                | 900        | 25   | 1116        | 31   | 1260       | 35   | 924        | *24      | 4200                   | 115     |

Note: Students of First Year shall be posted in General, Medical, Surgical wards for developing skills in basic nursing experience and it shall not be applicable for developing specialised skills in these areas.

Note : Community Health Experience in 2<sup>nd</sup> year is given for 2 weeks.

Community Health Nursing experience has been prescribed for the 2<sup>nd</sup> Year in order to give desired learning experience and to keep continuity. The concepts of Medical Surgical and Psychiatric Nursing can also be applied to Community Health Nursing experience.

No night experience in the First Year. Only 8 weeks of night experience is to be given throughout the training period.

Note : The extra hours which have not been accounted for in this syllabi can be planned and utilised by individual schools as per their felt need.

▪ During internship, the students will be placed two weeks each in areas of their choice and for experience with the night supervisor.

### **c. Main features of the curriculum plan**

The course is fitted into a 3 1/2 year period. It is planned that the school year would start on the first working day of January or according to the prescribed time of the particular state.

## **2. TEACHING SYSTEMS**

The hours of planned instruction may be organized into daily classes, study days, teaching blocks or a combination of systems.

### **Teaching blocks**

Teaching Block may be used in all three years. Two teaching blocks can be fitted into first, second and in the third year. For the internship, one hour class daily and 7 hours for clinical experience (Total 8 hrs. per day). (See chart – 10)

### **Daily classes and clinical experience**

#### **FIRST YEAR**

Theory - 575 Hrs.

Clinical - 900 Hrs.

4 hours class per day and 2 hrs. of clinical experience for 148 days. Balance clinical hours (604 hrs) is given as 6 hours per day for 101 days. So total days for both theory and clinical area is 148 +101=249 days. Rest of the days (116 days) in the year can be utilised for vacation, weekly days off, study leave and examinations.

#### **SECOND YEAR**

Theory - 360 Hrs.

Clinical - 1116 Hrs.

Three hours class and 3 hours clinical experience per day for 120 days. The balance of 756 hours of clinical experience can be provided as 6 hours per day for 126 days.

The rest of the days, 119 days may be utilized for-vacation, weekly days off, study leave and examinations.

#### **THIRD YEAR**

Theory - 290 Hrs.

Clinical - 1260 Hrs.

Three hours class and 3 hours clinical experience per day for 97 days. Balance 970 hours of clinical experience can be provided as 6 hours per day for 162 days. The rest of the days, 106 days can be utilized for vacation, weekly days off, study leave and examination. Chart 11 shows how all students can be free for teaching blocks even when each class is divided into groups and rotated through different blocks of experience.

### **Details of internship period**

Total Duration - 26 weeks (6 months)

Vacation - 1 week

Examination - 1 week



For the remaining 24 weeks students will be posted in different clinical areas and they will also undergo formal classroom instructions.

|                                     |   |                       |
|-------------------------------------|---|-----------------------|
| Total working hours per day         | - | 8                     |
| Total hours per week                | - | $8 \times 6 = 48$     |
| Total hours of Internship period    | - | $48 \times 24 = 1152$ |
| Total Theoretical Instruction Hours | - | 190                   |
| Total hours of clinical posting     | - | $1152 - 190 = 962$    |

Students shall attend one hour daily class and 7 hours clinical experience or one day for theory study day and five days for clinical experience which shall be planned by the institution as per their suitability. It comes to 40 hours per week clinical and 8 hours for theory.

Break up of Clinical experience areas

|                                  |   |         |
|----------------------------------|---|---------|
| Medical Nursing                  | - | 3 wks.  |
| Surgical Nursing                 | - | 3 wks   |
| Pediatric Nursing                | - | 3 wks   |
| Psychiatric Nursing              | - | 3 wks   |
| Community Health Nursing         | - | 4 wks.  |
| Midwifery                        | - | 4 wks.  |
| Student's area of choice         | - | 2 wks.  |
| Experience with Night Supervisor | - | 2 wks.  |
| TOTAL                            | - | 24 wks. |

### 3. ORIENTATION

On admission, the first month of the academic year can be considered primarily as a period of orientation and adjustment. During this period, if the candidate desires to discontinue the course, she may do so and the next candidate in the waiting list may be admitted within 30 days of commencement of the course.

A planned orientation programme can be used which include introduction to :

- The school staff, representatives of hospital staff and other students.
- The physical setup of the school and hostel
- The hospital
- The policies of the school and hospital
- Channels of communication
- The main features of the locality
- The facilities and amenities of the community libraries, recreational facilities, places of worship etc.

The student should be helped to acquire good study habits. Instruction in subjects basic to nursing should be started. Student is to be introduced to the clinical area gradually so that she may get adjusted to the hospital environments, develop an ability to recognize the simple needs of patients and observe the practice of good nursing. Assessment of her ability and aptitude should be based on a number of factors such as adjustment, personality, interest, health as well as her performance in specific subject areas. There should be a stated policy regarding the procedure to be followed when student fails to meet the standards.







# MASTER ROTATION PLAN

| YEAR       | WEEK | JANUARY |   |   |   |   |   |   |   |   |   |   |   | DECEMBER |   |  |  |  |  |  |  |  |  |  |  |
|------------|------|---------|---|---|---|---|---|---|---|---|---|---|---|----------|---|--|--|--|--|--|--|--|--|--|--|
|            |      | 4       | 4 | 6 | 5 | 5 | 4 | 4 | 8 | 4 | 4 | 4 | 1 | 3        | 4 |  |  |  |  |  |  |  |  |  |  |
| FIRST      |      |         |   |   |   |   |   |   |   |   |   |   |   |          |   |  |  |  |  |  |  |  |  |  |  |
| SECOND     |      |         |   |   |   |   |   |   |   |   |   |   |   |          |   |  |  |  |  |  |  |  |  |  |  |
| THIRD      |      |         |   |   |   |   |   |   |   |   |   |   |   |          |   |  |  |  |  |  |  |  |  |  |  |
| INTERNSHIP |      |         |   |   |   |   |   |   |   |   |   |   |   |          |   |  |  |  |  |  |  |  |  |  |  |

KEY

- TEACHING BLOCK
- MEDICAL NURSING
- SURGICAL NURSING
- COMMUNITY HEALTH NURSING
- OPERATION THEATRE
- ICU
- NIGHT DUTY

- SPECIALITIES
- PSYCHIATRY
- STUDY & CLINICALS
- MIDWIFERY & GYNAECOLOGIC NURSING
- PAEDIATRICS
- EXAMINATION
- VACATION





# CLINICAL EXPERIENCE & TEACHING BLOCK ROTATION PLAN

## FIRST YEAR

JANUARY

DECEMBER

| WEEKS   | 14             | 5 | 5 | 4              | 8 | 4 | 4 | 1              | 3           | 4        |
|---------|----------------|---|---|----------------|---|---|---|----------------|-------------|----------|
| GROUP 1 | TEACHING BLOCK | M | S | TEACHING BLOCK | C | M | S | TEACHING BLOCK | EXAMINATION | VACATION |
| GROUP 2 |                | S | M |                | C | S | M |                |             |          |
| GROUP 3 |                | M | S |                | C | M | S |                |             |          |
| GROUP 4 |                | S | M |                | C | S | M |                |             |          |

KEY: M - Medical Nursing S - Surgical Nursing C - Community Health Nursing

## SECOND YEAR

JANUARY

DECEMBER

| WEEKS   | 8              | 4 | 4        | 2 | 4 | 2 | 2              | 4        | 5        | 6        | 4 | 3 | 4 |   |   |     |                      |             |          |
|---------|----------------|---|----------|---|---|---|----------------|----------|----------|----------|---|---|---|---|---|-----|----------------------|-------------|----------|
| GROUP 1 | TEACHING BLOCK | M | S        | C | O | T | TEACHING BLOCK | ICU      | M<br>(N) | S<br>(N) | P | Q | R | U | T | PSY | STUDY &<br>CLINICALS | EXAMINATION | VACATION |
| GROUP 2 |                | S | S<br>(N) | M | C | M |                | M<br>(N) | O        | T        | Q | R | U | T | P | PSY |                      |             |          |
| GROUP 3 |                | M | M<br>(N) | S | C | S |                | O        | T        | ICU      | R | U | T | P | Q | PSY |                      |             |          |
| GROUP 4 |                | S | O        | T | C | M |                | S<br>(N) | ICU      | M<br>(N) | U | T | P | Q | R | PSY |                      |             |          |

KEY: (N) Night Duty OT Operation Theatre ICU Intensive Care Unit  
 P - Casualty Q - Skin & VD R - Communicable Diseases U - E.N.T T - Ophthalmology  
 Psy - Psychiatric Nursing

Clinical Experience with Night Supervisor is to be Organised 1 week each from Medical & Surgical ward placement.

# CLINICAL EXPERIENCE & TEACHING BLOCKS ROTATION PLAN

## THIRD YEAR

| JANUARY |                |               |               |           |          |                |            |            |          |   |   |  |                | DECEMBER    |          |  |  |
|---------|----------------|---------------|---------------|-----------|----------|----------------|------------|------------|----------|---|---|--|----------------|-------------|----------|--|--|
| WEEKS   | 4              | 14            |               |           |          | 2              | 8          |            | 8        |   | 8 |  | 1              | 3           | 4        |  |  |
| GROUP1  | TEACHING BLOCK | OB<br>(10wks) |               |           | G<br>(4) | TEACHING BLOCK | Pd         |            | OB       |   | C |  | TEACHING BLOCK | EXAMINATION | VACATION |  |  |
| GROUP2  |                | G<br>(4)      | OB<br>(10wks) |           |          |                | OB         |            | Pd       |   | C |  |                |             |          |  |  |
| GROUP3  |                | Pd<br>(8)     |               | OB<br>(6) |          |                | G<br>(4)   | OB<br>(12) |          | C |   |  |                |             |          |  |  |
| GROUP4  |                | OB<br>(6)     |               | Pd<br>(8) |          |                | OB<br>(12) |            | G<br>(4) |   | C |  |                |             |          |  |  |

## INTERNSHIP

| JANUARY |     |     |     |     |          |     |     |                                  |   | JUNE |  |  |  |  |  |  |  |  |  |
|---------|-----|-----|-----|-----|----------|-----|-----|----------------------------------|---|------|--|--|--|--|--|--|--|--|--|
| WEEKS   | 4   | 4   | 4   | 4   | 1        | 3   | 3   |                                  | 1 |      |  |  |  |  |  |  |  |  |  |
| GROUP 1 | OBG | M   | S   | C   | VACATION | Pd  | Psy | STUDY & CLINICALS<br>EXAMINATION |   |      |  |  |  |  |  |  |  |  |  |
| GROUP 2 | M   | S   | Pd  | OBG |          | OBG | Psy |                                  |   |      |  |  |  |  |  |  |  |  |  |
| GROUP 3 | S   | Pd  | OBG | M   |          | M   | Psy |                                  |   |      |  |  |  |  |  |  |  |  |  |
| GROUP 4 | Pd  | OBG | M   | S   |          | S   | Psy |                                  |   |      |  |  |  |  |  |  |  |  |  |

### KEY

M - Medical Nursing

S - Surgical Nursing

C - Community Nursing

Pd - Paediatric Nursing

Psy - Psychiatric Nursing

OBG- Midwifery & Gynaecologic  
Nursing

Denotes 2 weeks clinical placement in the Students's area of interest



maximum degree commensurate with her own preparation and experience. This is an excellent pattern into which students of different levels of preparation can fit. The patients are divided into groups and the responsibility for the nursing care of each group is that of the nurse who is the team leader. She can thus show her nursing skills and sense of judgement in respect of a larger group of patients than working alone.

### **Night Duty**

Night duty is not, in itself, a clinical experience. It is done at a time when opportunities for certain learning experiences which cannot be had on day duty are available. A maximum amount of night duty for students have been prescribed and thus time should be utilized to give them these learning experiences.

Assignments on night duty should be as carefully planned as on day duty, the student and the supervisor both clearly understanding the objectives of the experience. There should always be qualified nursing staff on night duty with the students. Where necessary junior students may work with senior students, when there is easy and quick access to the guidance of a qualified nurse. Assigning a tutor or clinical instructor on night duty to guide and supervise student is an advantage when there is enough teaching staff to arrange for this.

Night duty should preferably not exceed eight hours. When it is longer, arrangements should be made for students to be relieved for a rest period, or an additional night off should be given to keep the total weekly hours within the prescribed maximum of 48 hours.

### **Ward Teaching**

The ward teaching programme will be influenced by the number of staff members available and by the interest of ward sister and tutor. Without any doubt, the clinical area offers rich experience for teaching student nurses, and a good ward teaching programme can contribute greatly to the success of any block of experience.

When a departmental sister, ward sister or experienced staff nurse is interested in participating fully in the clinical teaching of the student, a ward teaching programme can be planned jointly by the tutor responsible for the particular subject and the ward sister. The content of the programme will include all kinds of experiences that the particular ward or department has to offer and should contribute directly towards the total learning planned for students in the subject. The planned ward teaching programmes may include any or all of the following:

#### **1. Daily Ward Reports**

The use of the daily ward report is an excellent teaching method and one which requires the minimum amount of planning and time. For the maximum benefit, the report should be given by the night staff, orally in the presence of all the day staff and students. To minimize interruption, one staff member may take it in turn to be on call in the ward. When reporting the sister may select one case to hold a more detailed discussion either then or at a later fixed time in the morning or afternoon.

#### **2. Nursing Rounds**

The sister may take all students, or students in rotation, with her when she does a nursing round of the ward. The students should be given an opportunity to ask questions during or after the round.

#### **3. Regular Daily Conference**

The sister may set aside ten minutes each day for discussion with the students. The topic for discussion may be : different patients in the ward, which she will select daily, or she may give a planned series of talks, or may discuss problems or topics suggested by the students.



#### **4. Ward Clinic**

Holding ward clinics is an excellent method of ward teaching which can be carried out as a regular activity of the ward. If it is planned for one particular day or more each week, the students should be told in advance of the patient or the ward situation to be discussed and asked to come prepared with background information on the subject. There are many ways of handling these clinics, and the sister who is skilful in conducting them makes an excellent contribution to the school programme (see chapter 10)

A planned ward teaching programme may include all the above activities, but when this is not considered possible, the morning report, nursing rounds and one weekly clinic, which would not take up more than two hours per week, should be provided, even in a busy ward.

#### **Supervision**

Supervision may be carried out effectively by qualified nursing staff at any level, both service staff and school staff. Patients have a right to high standard of nursing care, and students have a right to learn how this should be given. Adequate supervision of the student will ensure that the needs of both patient and student are met.

In this supervision whether given by service or school staff, the following principles should be observed.

- a. The supervisor should not expect a level of performance beyond the students preparation.
- b. The student should not expect a level of performance beyond her preparation.
- c. The personality of the student should be considered.
- d. The supervisor should give encouragement and guidance.
- e. Supervision should be done in a democratic and non threatening manner

#### **Record of Practical Experience**

Whether the student should herself maintain a record of her practical experience is a controversial question but where each new experience is not planned directly by the staff of the nursing school and carried out under their supervision, this record can serve a useful purpose. If properly maintained, it will indicate whether the student has acquired a degree of skill in the nursing practices most commonly in use or has had them demonstrated to her.

It is a requirement of the Indian Nursing Council that such a record be maintained by the student and produced at the time of her final examination. The form and outline of these records are being prepared by INC. The items listed constitute the minimum to be expected from the student and space should be provided for any desired addition.

If the record is to serve any useful purpose, it is essential that the student is aware of its purpose and that the staff of the clinical area, teachers should sign it each time a practice or procedure has been observed or a degree of skill acquired in it by the student. If it is required that the attainment of proficiency is based on the students understanding of principles and not on mechanical practices alone, the purpose of the record will be more effectively fulfilled.

#### **6. RESPONSIBILITIES OF SCHOOL STAFF**

Each block of clinical experience is intended to provide specific, planned learning and the school staff have the responsibility of seeing that, the student has the theoretical background to benefit from the experience. Some of the knowledge required as a background may have been taught to the class as a whole, before the assignment or is expected to be taught concurrently, some of the course content is such, however, that the student will benefit more by having the teaching on the spot, while they are in a particular ward or other clinical area, and such teaching has to be repeated for each group as they rotate



The teaching staff have certain other responsibilities also with respect to the clinical experience provided such as:

1. The tutor responsible should ensure that each student is aware of the objectives of her assignment to each ward or department.
2. The tutor should plan the course plan in such a way that some of the content will be taught to groups of students while they are working in the related clinical areas.
3. The tutor should participate in the teaching and supervision of students on the wards. Where her workload does not permit her to spend much time in the clinical area, she should be in close contact with the ward staff to ensure that the objectives of the experience are met.
4. The tutor should assist in the planning of a ward teaching programme.
5. Conferences should be arranged with groups of students to discuss their assignment. These may be conducted in clinical areas, if facilities permit, or in the school
6. The tutor should discuss the individual patient assignments with the ward sister as frequently as possible.
7. It is helpful if the tutor can be present in some of the wards for the morning report.
8. The tutor should plan the method of evaluating the student's ability to give nursing care in selected situations and her performance in the area as a whole. This should be discussed with the student.
9. When there are clinical instructors, they will undertake many of the above responsibilities in co-operation with the senior tutors and the staff of the clinical area.





## CHAPTER – 13

### STATE COUNCIL/BOARD EXAMINATIONS

EXAMINATION PROCEDURE : EXAMINATION COMMITTEE, POLICIES, APPOINTMENT OF EXAMINERS, WRITTEN PAPERS, PRACTICAL EXAMINATION, MODERATION OF RESULT, EVALUATION OF EXAMINATION PROCEDURE - INC RECOMMENDATIONS FOR EXAMINATIONS.

#### **Introduction**

The state board examinations are to protect the public from practices which fall below safe minimum level. The examination questions therefore are set at the level of the minimum required by the Nursing Council as there is licensing and not only qualifying in the examinations.

Authorities recognized by the Indian Nursing Council as examining bodies include Boards of Examiners and State Nursing Councils. Any nurse, on obtaining the certificate of one of these bodies, may thereafter register with the respective nursing council of the state initially and later with any state nursing council in the country.

The conduct of examinations is a skilled procedure requiring a high degree of organisational ability, professional and technical competence, objectivity and integrity. Distances, inadequate communications and shortage of staff add to the difficulties experienced in organising them, but in fairness to the student, every effort should be made to conduct both written and practical examinations in a way that will permit her to give out her best.

#### **1. EXAMINATION PROCEDURE**

There are variations in examination procedure in different states, but for the guidance of those setting up new examining boards or considering re-organisation of their methods, the following suggestions are made.

##### **a. Examination Committee**

There should be a special committee of the council or board for the purpose of conducting examinations. Members should be nurse educators and representatives of general education. This committee is responsible for formation of policies, appointment of examiners and organization of the examinations.

##### **b. Policies**

The examination committee is responsible for formulating policies relating to the conduct of examinations, for the guidance of all concerned. Some of the matters on which a policy should be stated are the following :

1. Examiners - number to be appointed, qualification and experience required and terms of appointment.
2. Examinations - the number to be conducted each year
3. Examination centres - number and distribution
4. Paper- the number of examination papers
5. Questions - types: essay types, objective type, distribution, weightage
  - source (whether to be invited from examiners or prepared by a committee/Question bank)
  - language to be used.

6. Practical examinations - procedure for conducting, number of centres, number of candidates to be examined by one examiner in a day, whether to be held before or after written examinations, System of internal and external examiners for practicals
7. Result - procedure for moderating and notifying the results to candidates.
8. Private candidates - channels through which applications are to be submitted (whether through the training school or direct.)
9. Examination fees to be paid by candidates
10. Procedure for making application to appear for examination
11. Payment to examiners / invigilators.

### **c. Appointment of Examiners**

Applications and nominations may be invited from all the general nursing schools in the state. Those eligible for appointment should include nurses who are taking an active part in the school programme. Nurses chosen as examiners for both written and practical papers should be nurse teachers/nurse educators with recognised post basic/basic qualifications and a minimum of five years teaching experience in that particular subject. It is desirable that those taking the practical examination should have spent five years in an institution associated with the training of nurses in that particular subject. In the written examinations and the practical examinations, all examiners should be nurses.

### **d. Written papers**

#### **Methods of setting questions**

It is desirable that the papers follow the same grouping of subjects as set out in the examination regulations of the Indian Nursing Council, but examination committees may make such modifications as are necessitated by the requirements of their own councils. The committee should decide on the number of questions to be included in each paper and the marks to be allotted for each.

The state council or the board can appoint eligible nurse educators to set up the questions along with the key answers. The examination committee may appoint a special committee of two or three members to scrutinize and moderate the questions to ensure their suitability in every respect.

Another method which can be used is to formulate a question bank and a special committee of two or three experts can be appointed to choose the questions for each subject.

#### **Framing Questions**

The framing of questions require considerable skill and experience. The following principles should be observed:

1. Questions should be set and graded at the level of the minimum required by the statutory body
2. Questions should test knowledge, skills and attitudes in nursing.
3. Questions should also test the ability of the student to apply principles in nursing care, her professional and technical knowledge, and her professional judgement. Testing of unimportant and unusual knowledge should be avoided. Tricky questions should not be included
4. Adequate time should be allowed for choosing questions, and for organising and writing the answers. The number of questions given will depend on the type of questions (essay or objective) and the weightage of each.
5. There should be a choice of questions in each paper



6. The wording should be simple, clearly understandable and open to only one interpretation
7. Marks allotted to each should be indicated
8. As far as possible, duplication should be avoided. Each examiner should be clearly informed of the aspects of the subject which she is to examine.
9. Where it is known that some students will be at a disadvantage because of language difficulties, the questions should be written in two (or more) languages. The language in which the answer is written will depend on the policy of the State Nursing Council / Board.

Essay type, short answer type and objective type of questions may be used. If both are used in one paper, particular care should be taken to see that they are properly weighted. All units of a subject and sub-subject should be given weightage appropriately.

Situation type question is well suited to nursing papers. For this, at the beginning of the paper, a situation is described, giving the name of the patient, his age, social history, condition and treatment ordered and the questions which follow are related to this situation. This allows the examiner to assess the ability of the student to apply what she has learnt of the scientific principles in relation to, for example, the affected part, the psychological implications, drugs and their administration, nutrition, awareness of family, community involvement, manifestations of the disease and the nursing care.

### **Examination Papers of Indian Nursing Council**

The objectives of each paper have been given in the regulations. States may modify the arrangement of subjects as long as they meet the overall objectives laid down in the regulation.

It is not recommended that straight questions on any of the basic sciences (except anatomy and physiology) should be asked. The application of scientific principles, however, should form an integral part of each question.

#### **e. Practical Examination**

The purpose of a practical examination is to assess the skill and ability of the student to give nursing care in a practical situation rather than on paper. To a limited extent this ability may be assessed through an artificial situation created in a class room for example: but in such a situation it is impossible to assess attitudes to patient, ability to adapt to individual patient needs, ability to work with others, and ability to give the best nursing care possible according to prevailing conditions. For these reasons, the conducting of the practical examination in the clinical area is to be preferred. The following are some of the regulations recommended by the INC for practical examinations

##### **1. Number of examinations**

The Indian Nursing Council requires that a practical examination be held by the State Examining Authority/Board at the time of the final examination in each of the nursing subjects.

##### **2. Place of Practical Examination**

It has been recommended that practical examinations should be conducted in the clinical area of the hospital or centre associated with the student's own school of nursing. (The student who has to travel a long way or who encounters difficulties for food and accommodation and is examined in an unfamiliar setting is undoubtedly at a disadvantage). Where this is extremely difficult to arrange, then a centre convenient to several schools in the same town or district may be chosen and arrangements made for the student to arrive a few days in advance to become familiar with the surroundings.



### **3. Practical Examiners**

Examiners may be assigned to examine in neighbouring districts or come from further away, as travelling conditions permit. It is recommended that one of the examiners should be drawn from among the local schools. To facilitate the organisation of the practical examinations, the regulations permit their conduction within a month before or after the written examinations. As far as possible, they should be conducted in advance so that the result may be notified soon after the written examination takes place. Examination should be conducted jointly by an external and an internal examiner.

### **4. Physical arrangement for the conduct of Examinations**

1. School staff should co-ordinate with departmental and ward sisters in planning for these examinations.
2. The wards, departments and centres which are to be utilized should be selected in advance. The variety of nursing care situations, adequacy of facilities and equipment and other such relevant factors should be kept in mind.
3. The equipment and supplies which should be available in the area selected and which should be easily accessible at the time of the examination, include requirements for:
  - bed making and for the patients comfort
  - routine patient care,
  - all the common nursing treatments,
  - feeding of patients
  - sterilization of syringes, catheters etc.
  - sterile equipment and dressing
  - disposal of dressing and other waste

Plus an adequate supply of water, linen, lotions, record form and other stationery items. All charts and records of patient should be kept up to date.

### **5. Procedure for Practical Examination**

1. Examiners should arrive at the place of examination one day in advance of the date set, so that they may visit the area selected and hold discussion with the ward sister regarding the nursing care situations available.
2. They should come prepared with a written selection of the types of assignment they plan to give to students.
3. They should discuss with one another in advance the general plan in examining and grading the students so that there will be uniformity.
4. As far as possible, student should be examined, in the wards to which they are currently assigned. When this cannot be done, because of the selection of other wards or centres for the examination, they should be posted to one of the examination areas two to three days in advance or allowed to visit the area several times to become familiar with the patient's conditions and with the physical set up.
5. Each student should be examined for 20 to 30 minutes and each examiner (or pair of examiners) should examine 10 to 15 students per day.
6. The assignment given to the student should be primarily of a practical nature as the purpose of the examination is to evaluate the performance in such a situation.
7. The type of assignment should, as far as possible fit in with the usual routine of the ward. For example, the technique of feeding a sick patient should be given to a student at the time the patient is due to be fed.



8. The assignment should be one which a newly qualified nurse may reasonably be expected to carry out.
9. The assignment should be given to the student in writing. It should be clearly worded and the examiner should ensure that the student understands it.
10. The examiner should test the student's knowledge of the principles underlying the nursing care carried out. All aspects of total patient care should be considered in the evaluation.
11. Students should be put at their ease and the examination conducted without tension.
12. Internal and external examiners shall jointly evaluate each candidate for practical examination

#### **f. Moderation of Results**

Question papers will be graded by the appropriate examiner, or where applicable, by the committee. When all the results of the papers and practical examinations have been received, the examination committee should meet on a fixed date to moderate the results. This meeting should be attended by as many of the examiners as can conveniently be present.

The committee should scrutinize the results investigate any inconsistencies in marking and award grace marks in accordance with the policy. Results should be notified to the candidates at an early date, preferably within one month of the written examinations.

#### **g. Evaluation of examination Procedure**

The examination committee should take every opportunity of evaluating the system of examinations. For this purpose, the examiners' comments on both practical and written examinations are very valuable, as are those of the staff attached to the clinical areas in which the practical examinations were conducted.

## **2. I.N.C. RECOMMENDATIONS FOR EXAMINATIONS**

### **Eligibility for admission to examinations**

A candidate shall be eligible for admission to the final State Council/Board Examination if the Principal of the school certifies that:

- a. She / he has completed not less than 11 months of the course.
- b. She / he has attended 75% of the formal instructions given on each subject and 75% of the clinical/field experience in each area/field/subject separately during the academic year. However, the total clinical/field experience prescribed must be completed before the final Council/Board examinations and before the issue of Diploma.
- c. The overall performance of the student and her /his conduct during the entire academic year has been entirely satisfactory.
- d. The student has passed in the internal assessment in each subject, i.e. both in the theory and practicals by securing 50% marks separately in each subject and practical.
- e. The record of practical experience is up to date. (The principal sends to the Council/Board the internal assessment for each subject i.e both theory and practical, before the start of the examination along with the examination forms).

(The Diploma shall not be awarded to the student till she/he has completed the clinical/field requirements).

### **Supplementary examination**

The council shall conduct supplementary examination within six months of the annual examination:-

- a. If a student fails in one theory paper /practical, she/he may be allowed to proceed to the next year of the study. She/he will sit for a supplementary examination held subsequently in the failed subject/practical. If she/he fails to clear supplementary examination she/he shall be allowed to sit again along with her next year annual examination.
- b. If a student fails in two or more papers she/he will not be allowed to proceed to the next year. She/he shall sit for supplementary examination in the failed subjects/practical only. But if She/he does not clear third year examinations, She/he shall be eligible for the next year's examination after one academic year from the date of passing last examination.
- c. No candidate of category (a) shall be allowed to proceed to third year (higher class), unless she/he has passed in the subjects of the previous year (back-log) to the second year.
- d. If a student fails in one theory paper/practical examination of third year she/he may be allowed to proceed for internship. She/he will sit for a supplementary examination held subsequently in the failed subject/practical.
- e. If a student fails in two or more papers/practical she/he will not be allowed to proceed for internship. She/he shall sit for supplementary examination in the failed subjects/practicals only.
- f. A student shall not be allowed to proceed for internship till she/he clears third year examinations.

### **Grading of examination**

Examinations shall be graded on the aggregate marks of the entire 3½ years of the training programme, as follows:

|                 |                  |
|-----------------|------------------|
| DISTINCTION     | - 80 % and above |
| FIRST DIVISION  | - 70 % to 79%    |
| SECOND DIVISION | - 60 % to 69%    |
| PASS            | - 50 % to 59 %   |



## I.N.C. SCHEME OF EXAMINATION

### FIRST YEAR

| Paper        | Subject  | Total Marks | Internal Assessment | Council Examination | Duration |
|--------------|--|-------------|---------------------|---------------------|----------|
| I.           | BIOLOGICAL SCIENCES<br>Anatomy & Physiology<br>Microbiology  | 100         | 25                  | 75                  | 3 Hrs    |
| II.          | BEHAVIOURAL SCIENCES<br>Psychology<br>Sociology  | 100         | 25                  | 75                  | 3 Hrs.   |
| III.         | FUNDAMENTALS OF NURSING<br>Fundamentals of Nursing<br>First Aid<br>Personal Hygiene  | 100         | 25                  | 75                  | 3 Hrs.   |
| IV.          | COMMUNITY HEALTH NURSING-I<br>Community Health Nursing-I<br>Environmental Hygiene<br>Health Education and<br>Communication skills<br>Nutrition | 100         | 25                  | 75                  | 3 Hrs.   |
| Practical I. | Fundamentals of Nursing  | 100         | 50                  | 50                  |          |

### SECOND YEAR

|              |  |     |                                      |    |        |
|--------------|--|-----|--------------------------------------|----|--------|
| I.           | Medical Surgical Nursing-I<br>(including Pharmacology) | 100 | 25                                   | 75 | 3 Hrs. |
| II.          | Medical Surgical Nursing-II<br>(Specialities)          | 100 | 25                                   | 75 | 3 Hrs. |
| III.         | Mental Health & Psychiatric Nursing                    | 100 | 25                                   | 75 | 3 Hrs. |
| Practical I  | Medical Surgical Nursing                               | 100 | 50                                   | 50 |        |
| Practical II | Psychiatric Nursing                                    | 100 | (Only school exam. No Council exam.) |    |        |

Practical examination for Psychiatric Nursing is to be conducted at the place of clinical experience at the end of clinical instructions by school itself and the result shall be sent to the Council.

### THIRD YEAR

|               |                             |     |    |    |        |
|---------------|-----------------------------|-----|----|----|--------|
| I.            | Midwifery and Gynaecology   | 100 | 25 | 75 | 3 Hrs. |
| II.           | Paediatric Nursing          | 100 | 25 | 75 | 3 Hrs. |
| III.          | Community Health Nursing II | 100 | 25 | 75 | 3 Hrs. |
| Practical I   | Midwifery                   | 100 | 50 | 50 |        |
| Practical II  | Paediatric Nursing          | 100 | 50 | 50 |        |
| Practical III | Community Health Nursing II | 100 | 50 | 50 |        |

## SCHEME OF EVALUATION - INTERNSHIP PERIOD (School Exam.)

### THEORY EXAMINATION

|    | Subjects  | Assessment of<br>Six months period | School<br>Exam. | Total<br>Marks |
|----|---|------------------------------------|-----------------|----------------|
| 1. | Educational Methods & Media for Teaching in Practice of Nursing and Research in Nursing     | 50                                 | 50              | 100            |
| 2. | Professional Trends and Adjustment, Administration and Ward Management and Health Economics | 50                                 | 50              | 100            |
|    | <b>Total</b>  | <b>100</b>                         | <b>100</b>      | <b>200</b>     |

### PRACTICAL EVALUATION - SCHOOL ASSESSMENT

|                          | Marks      |
|--------------------------|------------|
| Medical Surgical Nursing | 20         |
| Paediatric Nursing       | 20         |
| Psychiatric Nursing      | 20         |
| Community Health Nursing | 20         |
| Midwifery                | 20         |
| <b>Total</b>             | <b>100</b> |

Practical examination at the end of six months is to be conducted by the school at its own level to assess clinical skills, ward management and professional trends. Marks are to be submitted to the Council for addition in the overall result.

Diploma by the Council will be issued only after successful completion of the internship period.



# **Section B**

**(Chapters 14-36)**





# CHAPTER – 14

## ANATOMY AND PHYSIOLOGY

General Guidelines

Hours : 90

### 1. GENERAL OBJECTIVES

On completion of this course, the student is able to:

- a. Describe in general the structure and functions of the human body.
- b. Describe in detail the structure and functions of the different organs and systems in the human body.
- c. Apply the anatomical and physiological principles in the practice of nursing.

### 2. LEARNING EXPERIENCES MEET THE OBJECTIVES

A guide to the minimum learning experience required by the student will be found in the subject outlines given in the Indian Nursing Council's syllabi and regulations for the courses in General Nursing and Midwifery, which should be modified in keeping with the objectives of the school curriculum and organized into units for implementation.

This learning experience should centre on what constitutes the normal human body and the student should be helped to acquire a broad concept of its functions and structure. The learning acquired at this stage can be reinforced and given in greater depth in the teaching of fundamentals of nursing and nursing subjects throughout the course.

Clinical experience in the subject should be acquired as a part of all nursing care in the hospital and community. Tutors should draw attention to the anatomical and physiological principles being applied when the student, for example, gives a bath, makes a bed, positions a patient, gives oxygen, administers medication or, while in the home, advises on ventilation of a room or the posture of a child.

### 3. TIME ALLOTTED

The minimum time allotted for this subject is 90 hours.

### 4. PLACEMENT IN THE CURRICULUM

Teaching should be done during the first year. Applied Anatomy and Physiology can be reinforced while teaching the other nursing subjects throughout the course.

### 5. CLINICAL FACILITIES

All areas of clinical experience, both in the hospital and the community can be utilised to apply principles from Anatomy and Physiology.

### 6. TEACHING PERSONNEL

A qualified tutor preferably MSc in Nursing in Medical Surgical Nursing specialities or BSc Nursing should have the overall responsibility for this subject. She should have had good previous experience or special preparation for this subject. If the subject is taught by a doctor, a member of the teaching staff may assist with the practical work and be responsible for co-ordinating the teaching of the entire subject.

## **7. TEACHING FACILITIES**

For teaching this subject, in addition to the classroom, a laboratory is essential. The best place to learn human anatomy is in an anatomy laboratory where cadavers are available for dissection. If one is not available, the necessary facilities may be improvised. Small animals such as rabbits, rats, frogs, mice, museum specimens of parts of the human body obtained from the college, hospital or school and parts of animals from the local meat markets are the best kinds of teaching materials. Anatomical charts and atlases, life-size dolls, dissectable models of organs, an articulated skeleton and disarticulated bones, coloured slides and x-ray plates should also be available. The library should contain appropriate reference books. Guidance as to suitable laboratory equipment may be obtained from the hospital or college, technicians, from laboratory manuals or from lists prepared by WHO, the Directorate General of Health Services, or medical equipment suppliers.

## **8. TEACHING METHODS**

As many students enter the school of nursing with an elementary knowledge of anatomy and physiology, it is wise to give a short pre-test to find out how much they know before proceeding to teach the subject.

The emphasis in the teaching should be on body functions. Much of the content can be taught by means of well-illustrated lectures, and if students are given the responsibility of coming to class prepared with factual data (such as numbers, names and distribution of bones), class time can be utilized more effectively. The tutor may prepare drawings of bones and organs and have the students write the names of different parts in advance. Programmed instruction method can also be useful to teach this subject.

The nature of this subject is such that most of the teaching will be better understood, more interesting and more likely to develop the desired learning in the student if it is carried out by practical methods. In the class room the students themselves can be used to illustrate certain functions, such as change in pulse and respiration after running upstairs, use of muscles in opening and closing the jaw etc. Most of the practical work, however is best carried out in a laboratory or in an improvised setting in the class room or demonstration room, where small animals may be examined under anaesthesia to give a general view of the abdominal cavity and specimens of specific organs such as heart, lungs or kidney may be dissected. Major tissue types may be examined under a microscope and different kinds of bones examined for their special features.

Laboratory manuals are a useful guide to some of the practical work which may be carried out to illustrate teaching and promote learning. There is no other study more interesting than that of the human body and an enterprising teacher can think of many ways to enrich the subject and make it absorbing to her students. A practical record book is to be maintained by each student by drawing and labelling different organs or parts.



# COURSE PLAN

Hours : 90

**COURSE TITLE**  
**COURSE DESCRIPTION**

: ANATOMY AND PHYSIOLOGY

: This course is designed to help students gain knowledge of the structure and functions of the human body and recognise any deviation from normal health in order to render effective nursing services.

**PLACEMENT OF THE COURSE**

: This subject should be started in the first year GNM preferably within the first few weeks. The teaching should be correlated with fundamentals of nursing.

**GENERAL OBJECTIVES**

: As in General Guidelines

| UNIT No. | COMPETENCIES<br>The student is able to:  | CONTENTS   | HOURS | TEACHING-LEARNING ACTIVITIES                          | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|--|-------|---|---|---|
| I        | Define and spell various anatomical terms  | INTRODUCTION TO ANATOMICAL TERMS.  | 1     | Lecture cum discussion                                | Chalk board<br>Chart  | Question and Answer   |
| II       | List different organs of the body, systemic functions and their inter-relationship   | ORGANISATION OF BODY CELLS, TISSUES, ORGANS, SYSTEMS, MEMBRANES AND GLANDS   | 3     | Lecture cum discussion<br>Demonstration               | Chalk Board<br>Chart<br>OHP<br>Slides                                     | Question and Answer.  |
| III      | Demonstrate skill in identifying parts of the skeletal system  | SKELETAL SYSTEM<br>- Bones, Types, Structure, Function<br>- Axial skeleton<br>- Appendicular skeleton<br>- Joints - classification, Structure & function   | 15    | Lecture cum discussion<br>Demonstration               | Skeleton<br>- articulated<br>- disarticulated                             | Return demonstration<br>Viva<br>- Draw diagram<br>- Practical record. |
| IV       | - List types of muscles,<br>- Recognise structure, function, position and action of chief muscles of the body<br>- Identify the anatomical position of muscles for administering injection                           | MUSCULAR SYSTEM<br>- Types, structure and function.<br>- Position and action of chief muscles of the body  | 8     | Lecture cum Discussion<br>Demonstration<br>Dissection | Chalk board<br>Chart<br>Cadavers  | - Draw diagram<br>- Practical record<br>- Test                        |
| V        | Enumerate the composition of blood and its functions<br><br>Describe structure and functions of heart, blood vessels and lymphatics. Identify the position of blood vessels for administration of fluids / medicines | CARDIOVASCULAR SYSTEM<br>Blood – composition, clotting grouping and cross matching.<br>Functions of blood<br>Heart - position, structure, conduction system, functions and cardiac cycle<br>Blood vessels - structural difference and positions of chief vessels | 15    | Lecture / Discussion<br>Demonstration                 | - Models<br>- Charts<br>- Specimen<br>- OHP<br>- Cadaver<br>- Video tapes | Draw diagram<br>Practical record                                      |

| UNIT No. | COMPETENCIES<br>The student is able to:   | CONTENTS   | HOURS | TEACHING-LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION                              |
|----------|---|--|-------|--|--|---|
|          | Demonstrate skill in taking blood pressure and pulse  | <ul style="list-style-type: none"> <li>- Circulation of Blood-systemic pulmonary and portal</li> <li>- Blood pressure and pulse</li> <li>- Lymphatic system</li> <li>- Lymph vessels-glands, ducts and Lymph circulation</li> <li>- Lymph tissues in the body, spleen</li> </ul> |       | Demonstration  | Sphigmomanometer<br><br>Stethoscope                      | Practical<br><br>Quiz                             |
| VI       | <ul style="list-style-type: none"> <li>- Describe the structure and functions of respiratory organs.</li> <li>- Distinguish between characteristics of normal and abnormal respiration</li> </ul>   | RESPIRATORY SYSTEM <ul style="list-style-type: none"> <li>- Structure and functions of respiratory organs.</li> <li>- Physiology of respiration</li> <li>- Characteristics of normal respiration and its deviations.</li> </ul>  | 6     | Lecture / Discussion<br><br>Auscultation of breath sound.<br><br>Demonstration | Chalk Board<br>Chart<br>Models<br>Specimen<br>Spirometer | Draw diagram<br>Practical record<br>Test.         |
| VII      | <ul style="list-style-type: none"> <li>- List functions of the organs of digestion</li> <li>- Draw the structure of GI Tract</li> <li>- Explain the process of digestion and metabolism of food constituents</li> <li>- Demonstrate skill in appropriate placement of Ryles tube</li> </ul> | DEGESTIVE SYSTEM <ul style="list-style-type: none"> <li>- structure and functions of organs of digestion and accessory organs</li> <li>- process of digestion and absorption.</li> <li>- Metabolism - the meaning and metabolism of food constituents.</li> </ul>                | 8     | Lecture / Discussion<br><br>Demonstration                                      | Chalk board<br>Chart, models<br>Specimen                 | Draw diagram<br>Practical record<br>Test          |
| VIII     | <ul style="list-style-type: none"> <li>- Describe the structure and functions of the organs of urinary system and skin.</li> <li>- Explain the mechanism of maintenance of fluid and electrolyte balance</li> </ul>   | EXCRETORY SYSTEM <ul style="list-style-type: none"> <li>- structure and functions of the organs of urinary system.</li> <li>- Structure and functions of the skin</li> <li>- Regulation of body temperature</li> <li>- Fluid and electrolyte balance</li> </ul>                  | 6     | Lecture / Discussion<br><br>Demonstration                                      | Chalk Board<br>Chart, Models<br>Specimen                 | Draw diagram<br>Practical record<br>Written test. |



| UNIT No. | COMPETENCIES<br>The student is able to:  | CONTENTS   | HOURS | TEACHING-LEARNING ACTIVITIES          | TEACHING AIDS   | METHOD OF EVALUATION                                   |
|----------|--|--|-------|---------------------------------------|---|--|
| IX       | <ul style="list-style-type: none"> <li>- Draw the structure and write the functions of the CNS</li> <li>- Display skill in eliciting neurologic reflexes.</li> </ul> | <p><b>NERVOUS SYSTEM</b></p> <ul style="list-style-type: none"> <li>- Types , structure and functions of neuron.</li> <li>- Central Nervous System-Structure and functions.</li> <li>- Autonomic nervous system - structure and functions.</li> </ul>  | 15    | Lecture / Discussion<br>Demonstration | Chalk board<br>Model<br>Specimen<br>OHP   | Question and Answer<br>Practical record<br>Test.       |
| X        | <ul style="list-style-type: none"> <li>- Enumerate the structure and functions of endocrine glands.</li> </ul>   | <p><b>ENDOCRINE SYSTEM</b></p> <ul style="list-style-type: none"> <li>- Structure and functions of pituitary gland, pancreas, thyroid, parathyroid gland, supra renals and thymus glands.</li> </ul>   | 5     | Lecture / Discussion                  | Chalk board<br>Model, Specimen<br>OHP   | Practical record.                                      |
| XI       | <p>Draw parts of sense organs and list their functions</p>   | <p><b>SENSE ORGANS</b></p> <ul style="list-style-type: none"> <li>- Structure and functions of eye, ear, nose and tongue.</li> <li>- Physiology of vision, hearing and equilibrium</li> </ul>  | 4     | Lecture / Discussion<br>Demonstration | Chalk board<br>OHP, Model<br>Chart<br>Snellen's Chart<br>Ophthalmoscope<br>Otoscope, Tuning fork. | Question and Answer<br>Test                            |
| XII      | <p>Explain the structure and functions of reproductive and accessory organs</p>  | <p><b>REPRODUCTIVE SYSTEM</b></p> <ul style="list-style-type: none"> <li>- Structure and functions of reproductive and accessory organs.</li> <li>- Menstrual cycle, menopause, process of reproduction, reproductive health</li> <li>- Structure and functions of male reproductive system</li> </ul> | 4     | Lecture / Discussion                  | Chalkboard<br>OHP<br>Chart<br>Cadaver   | Question and Answer<br>Practical record.<br>Final Test |

## UNIT PLAN

Hours  
Theory: 15  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

ANATOMY AND PHYSIOLOGY

V

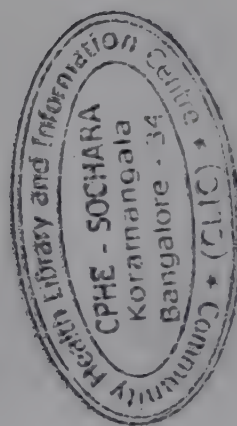
Cardiovascular System

Upon completion of this unit, the student is able to describe the structure and functions of blood, blood vessels, heart and lymphatics, so that they are able to apply this knowledge in the practice of nursing.

| COMPETENCIES<br>The student is able to:                                   | CONTENTS   | HOURS | METHOD OF TEACHING   | TEACHING -LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION   |
|---|--|-------|--|--|--|--|
| Enumerate the functions of blood and describe its composition.            | CARDIO VASCULAR SYSTEM<br>Blood- Composition, clotting, grouping and cross matching<br>Functions of blood<br>RH Factor | 1     | Lecture / Discussion<br>demonstration – Microscopic examination of blood | Drawing diagrams of blood cells.<br>Demonstration of blood grouping and cross matching | Chalk board<br>OHP<br>Chart<br>Video tapes.                        | Question and Answer<br>Practical record of blood cells.      |
| Recognize the position and structure of heart.<br>List functions of heart | Heart<br>- position<br>- structure<br>- conduction system<br>- functions   | 5     | Lecture / Discussion<br>Demonstration                                    | Classroom discussion<br>Dissection of a sheep's heart.                                 | Cadaver Model  | Question and Answer<br>Practical record of diagram of heart. |
| Describe the cardiac cycle  | - Cardiac cycle<br>- Blood Pressure<br>- Pulse, ECG  | 1     | Lecture / discussion<br>Demonstration                                    | Class room discussion<br>Observation of the procedure                                  | - Video tape<br>- Model<br>- Sphigmomanometer<br>- Charts<br>- OHP | Question and Answer<br>Return demonstration                  |
| Enumerate the system of blood supply to heart                             | Blood supply to heart  | 1     | Lecture / discussion   | Classroom discussion   | - Chart<br>- Videotape<br>- Model<br>- OHP                         | Question and Answer  |



| COMPETENCIES<br>The student is able to:                                      | CONTENTS  | HOURS | METHOD OF TEACHING   | TEACHING -LEARNING<br>ACTIVITIES       | TEACHING<br>AIDS   | METHOD OF<br>EVALUATION  |
|--|---|-------|----------------------|--|--|--|
| Distinguish different types of blood vessels and their position              | Blood vessels- structural difference and positions of chief blood vessels                                 | 1     | Lecture / Discussion | Demonstration .                        | - Chart<br>- Model<br>- Chalk board<br>- OHP                   | Practical record.<br>Diagram of arterial and venous system.                                  |
| Draw the diagram and describe the pulmonary, systemic and portal circulation | Circulation of the blood<br>- Pulmonary circulation<br>- Systemic circulation<br>- Portal circulation     | 3     | Lecture / Discussion | Classroom discussion                   | - Video tapes<br>- Charts<br>- Model<br>- Chalk board<br>- OHP | Question and Answer<br>Practical Record of diagram of circulation of blood                   |
| Name different pathological conditions affecting the heart and blood vessels | Different clinical conditions pertaining to heart and blood vessels.                                      | 1     | Lecture / Discussion | Nursing rounds<br>Clinical observation | - OHP<br>- Chalkboard  | Question and Answer.   |
| Describe the structure and function of lymphatics                            | Lymphatic system -lymph vessels , glands and ducts<br>Lymph circulation Lymph tissues in the body, spleen | 2     | Lecture / Discussion | Classroom discussion                   | - Chart<br>- Model<br>- OHP<br>- Cadaver                       | Question and Answer<br>Practical record detailing main lymphatic vessels<br>Test, Viva voce. |







# CHAPTER – 15

## MICROBIOLOGY

General Guidelines

Hours : 30

### 1. GENERAL OBJECTIVES

Upon completion of this course the student is able to describe:

- a. Classification and characteristics of microorganisms.
- b. Common disease producing microorganisms and their characteristics.
- c. Activities of microorganisms in relation to the environment and the human body.
- d. Basic principles of control and destruction of microorganisms.
- e. Apply principles of microbiology in nursing practice.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

Of the minimum requirements given in the syllabus outline, some of the learning experiences can be met by classroom teaching, but for many, laboratory facilities are necessary. It is not sufficient to tell the student that germs exist and cause particular conditions and diseases: she needs to be shown what germs are, how they differ from each other in appearance and behaviour, how they react under different conditions and how they can be destroyed. The level of learning required in relation to all these factors should be determined by the basic principles. Although the preparation of culture media, methods of staining and other laboratory techniques may be demonstrated and used by the students in the course of their training, they are not required to remember the details in excess of their needs.

### 3. TIME ALLOTTED

The minimum time allotted for this subject is 30 hours.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that this subject should be started early in the first year. The teaching should be correlated with that of personal and environmental hygiene and also with the instructions in fundamentals of nursing, in relation to, for example, sterilisation, collection of specimens, sanitation and food hygiene.

### 5. CLINICAL FACILITIES

The hospital wards, operation theatres, disinfecting and sterilizing units and isolation wards will all provide suitable learning experiences which will mostly be acquired as an integral part of a clinical assignment eg. on communicable diseases. The tutor and the ward staff should draw attention to the application of the scientific principles of microbiology at every opportunity.

### 6. TEACHING PERSONNEL

This course may be taught by a microbiologist assisted by a technician and co-ordinated by a nurse tutor.

## 7. TEACHING FACILITIES

Some of the teaching can be carried out in the classroom with the aid of charts, slides, films and OHP, but a well equipped laboratory is also essential with microscopes, incubator, refrigerator, steriliser/autoclave and other equipments normally found in such a laboratory where microbiology is taught. A guide for setting up such a laboratory can be had from laboratory manuals or from a well set laboratory nearby.

## 8. TEACHING METHODS

Lectures, lecture cum demonstrations, practical sessions and observation visits may be needed for teaching this subject, but most of the teaching should take place in laboratory. Examples of some of the methods of teaching that can be used are given below.

### *a. Reading Notes / Reading Assignments*

Students can be provided with reading notes. They may also be given assignments of selected reading related to the historical development of microbiology. These may be taken from appropriate text books or biographies.

### *b. Observational Visits*

Arrangements may be made for the students to go on observation visits to the public health laboratory where water and milk samples are tested, to pasteurization units, to the central sterilisation and disinfection units in the hospital, vaccination centres, isolation ward in hospital, sewage disposal plants and water purification plant.

### *c. Analysis of Nursing Care*

A simple nursing care procedure such as handling of sterile articles may be analysed by the students and the principles from microbiology which are applied are identified along with the teaching of each nursing procedure. The scientific principles from microbiology need to be specially mentioned for reinforcement.

### *d. Demonstration and Practical work*

These may take the form of:

- i. Inoculating culture media with known organism, demonstrating slides of the same organism and examining culture at the next laboratory session.
- ii. Allowing a few students to handle a contaminated coin after which each washes her hands for a different period of time, some with soap and water, and others with antiseptic lotion and then inoculating agar plates with smears from the student's hands, incubating these smears and examining the results.
- iii. Testing the efficiency of masks before use, after 5 minutes and after 15 minutes of use.
- iv. Testing the efficacy of thermometer technique.
- v. Inoculating plates with throat swabs which students have taken from each other and examining the results.
- vi. Boiling contaminated needles for one, three, and five minute periods, inoculating broth, incubating and examining the results.
- vii. Preparing similar test on, for example, drinking water from the hostel, exposed food in the wards, raw vegetables, unboiled milk, cotton swabs from open dust bins and door handles.
- viii. Preparation of blood slides and observation of the slide under microscope (Malarial parasites may be observed)



## COURSE PLAN

COURSE TITLE  
COURSE DESCRIPTION

: MICROBIOLOGY

: This course is designed to help students gain knowledge and understanding of the characteristics and activities of microorganisms, how they react under different conditions and how they cause different diseases and disorders. A knowledge of these principles will enable students to understand and adopt practices associated with preventive and promotive health care

PLACEMENT OF THE COURSE  
GENERAL OBJECTIVES

: Microbiology should be started in the beginning of the first year.  
: As in General Guidelines

Hours :30

| UNIT No. | COMPETENCIES<br>The student is able to:   | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|---|---|-------|--|---|--|
| I        | Describe the evolution of history of bacteriology and microbiology  | INTRODUCTION<br>Brief historical review of bacteriology and microbiology<br>- scope and utility of knowledge of Microbiology in Nursing   | 2     | Lecture cum discussion<br>Reading notes<br>Video demonstration   | - OHP<br>- Slides<br>- Video tapes<br>- Chalk board<br>- Pictures       | - Question and Answer<br>- Assignments   |
| II       | List the different types of micro organisms<br>Identify the factors influencing their growth<br>Describe the common diseases caused by different types of microorganisms                | MICROORGANISMS<br>Classification, structure, size, method and rate of reproduction<br>Factors influencing growth<br>Pathogenic and non pathogenic organisms<br>Normal flora of the body<br>Common diseases caused by different types of microorganisms. | 6     | Lecture cum discussion<br>Microscopic view   | - OHP<br>- Slide projector<br>- Charts<br>- Chalk board<br>- Microscope | - Unit test (MCQ)<br>- Assignments<br>- Viva Voce  |
| III      | Describe the various sources of infection, growth of microbes, portals of entry, exit and transmission of infection<br>Explain the principles to be followed while collecting specimens | INFECTION AND ITS TRANSMISSION<br>Sources of infection<br>Growth of microbes<br>Portals of entry and exit of microbes<br>Transmission of infection<br>Collection of specimens   | 5     | Lecture cum discussion<br>Demonstration<br>Visit to food and adulteration department and public health lab and observe testing of water, milk, food etc. | - OHP<br>- Chalk board<br>- Chart                                       | - Return demonstration<br>- Assignments<br>- Report of the observation visits<br>- Unit test |
| IV       | Describe the various types of immunity, hypersensitivity, autoimmunity and immunising agents  | IMMUNITY<br>Types of immunity<br>Hypersensitivity and auto immunity<br>Immunising agents  | 4     | Lecture<br>Discussion<br>Observation visit to immunisation clinic and allergy clinic   | - Chalk board<br>- OHP<br>- Chart                                       | - Unit test<br>- Assignments   |

| UNIT No. | COMPETENCIES<br>The student is able to:   | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION                                     |
|----------|---|---|-------|---|--|--|
| V        | Describe the various methods of disinfection and sterilisation  | <p>THE CONTROL AND DESTRUCTION OF MICRO ORGANISMS</p> <p>Principles and methods of microbial control</p> <p>Sterilisation - dry heat, moist heat, chemicals and radiation</p> <p>Disinfection - physical, natural, gases, chemicals used and preparation of lotions.</p> <p>Chemotherapy and antibiotics</p> <p>Medical and surgical asepsis, cross infection</p> <p>Control of spread of infection</p> <p>Pasteurisation</p> | 9     | <p>Lecture cum discussion</p> <p>Visit to Isolation Ward</p> <p>CSSD</p> <p>Water purification plant</p> <p>Milk pasteurization plant</p> <p>Sewage disposal plant.</p> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- OHP</li> <li>- Charts</li> </ul>                     | <p>Report of the observation visits</p> <p>Unit test</p> |
| VI       | <p>Demonstrate skill in:</p> <ul style="list-style-type: none"> <li>- Handling and care of microscopes, inoculation of culture media</li> <li>- Preparation of stains</li> <li>- Examination of slides and smears</li> <li>- Sterilisation methods</li> <li>- Collecting and sending specimens</li> </ul> | <p>INTRODUCTION TO LABORATORY TECHNIQUES</p> <p>Microscope -parts and its uses</p> <p>Handling and care of microscope</p> <p>Inoculation of culture media</p> <p>Staining and examination of slides</p> <p>Preparation and examination of smears</p>  | 4     | <p>Lecture</p> <p>Demonstration and return demonstration</p>  | <ul style="list-style-type: none"> <li>- Chalkboard</li> <li>- Chart</li> <li>- OHP</li> <li>- Microscope</li> </ul> | <p>Unit test in practicals</p> <p>Final test</p>         |



## UNIT PLAN

Hours : 9  
Teacher : X

COURSE TITLE  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

MICROBIOLOGY  
V

The Control and Destruction of microorganisms.

At the end of the unit, the student is able to describe the various methods of disinfection and sterilisation incorporating the principles and methods of microbial control.

| COMPETENCIES<br>The student is able to:  | CONTENTS  | HOURS | METHOD OF<br>TEACHING                       | TEACHING -LEARNING<br>ACTIVITIES  | TEACHING<br>AIDS                   | METHOD OF<br>EVALUATION            |
|--|---|-------|---|---|------------------------------------|------------------------------------|
| Define the terminologies used in microbiology and list the principles and methods of microbial control | THE CONTROL AND DESTRUCTION OF MICROORGANISMS.<br><br>Principles and methods of microbial control. Definition of sterilisation, disinfection, antiseptics, antiseptics, bacterio static agents. | 1     | Lecture cum discussion                      | Discussion about principles and methods of microbial control<br>Lecture on different terminologies used in Microbiology   | - Chalk board<br>- OHP<br>- Charts | Question and Answer                |
| Describe various methods of sterilisation and disinfection.  | STERILISATION<br><br>Physical agents<br>Sunlight<br>Drying<br>Dry heat<br>Moist heat<br>Radiation<br>Pasteurisation   | 5     | Lecture cum discussion<br><br>Demonstration | Discussion regarding different methods of sterilisation and disinfection<br>Visit to CSSD<br>Isolation ward<br>Water purification plant<br>Milk pasteurization plant<br>Sewage disposal plant | - Chalk board<br>- OHP<br>- Charts | Question and Answer<br>Assignments |
| Prepare lotions in correct strength for disinfection   | DISINFECTION<br><br>- chemical agents<br>- gases<br>- preparation of lotions  |       |   | Demonstration of preparation of lotions   | - Steriliser<br>- Lotions          | Return demonstration               |

| COMPETENCIES<br>The student is able to:   | CONTENTS  | HOURS | METHOD OF<br>TEACHING  | TEACHING -LEARNING<br>ACTIVITIES  | TEACHING<br>AIDS                        | METHOD OF<br>EVALUATION                                 |
|---|---|-------|--|---|---|---|
| Explain the role of<br>Chemotherapy and<br>antibiotics in the disinfection<br>of microorganisms | CHEMOTHERAPY AND<br>ANTIBIOTICS<br>Mechanism of action of<br>clinically used antimicrobial<br>drugs | 1     | Lecture cum<br>discussion<br>Computer<br>assisted<br>instruction | Discussion on mechanism of<br>action of drugs along with<br>computer assisted instruction   | - OHP<br>- Computer<br>- Chalk<br>board | Question And Answer<br><br>Evaluation of<br>assignments |
|   | Resistance to anti microbial<br>drugs   | 1     |  |   |   |   |
| Differentiate between<br>medical and surgical asepsis   | MEDICAL AND SURGICAL<br>ASEPSIS<br>Cross infection and measures<br>used to control infection        | 1     | Lecture cum<br>discussion  | Teaching the difference between<br>medical and surgical asepsis<br><br>Discussion about nosocomial<br>infection and measures to control<br>infection aided by computer if<br>available. | - OHP<br>- Computer<br>- Chalk<br>board | Question and Answer<br>Unit test                        |
|   | Pasteurization  |       | Lecture cum<br>discussion<br>Computer<br>assisted<br>instruction |   |   |   |
| Explain various methods of<br>transmission of infection and<br>measures to control them         |   |       |  |   |   |   |



# CHAPTER – 16

## PSYCHOLOGY

General Guidelines

**Hours : 40**

### **1. GENERAL OBJECTIVES**

On completion of the course the student is able to:

- a. Describe the concept of mental health and psychology.
- b. Explain the dynamics of human behaviour, personality and learning.
- c. Discuss the role of adjustment mechanisms and emotions in health and illness.
- d. Demonstrate skill in the application of principles of psychology for effective nursing practice in all kinds of health care settings.

### **2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES**

The subject should be taught in relation to every - day experiences (actual life settings) at home, school, hostel and wards or from lives of well-known characters in biographies and fiction as illustrations. To meet the objectives, the student needs to have learning experiences which will help her to understand what psychology is, what motivates people to behave in different ways, what influences the development of the personality, the nature of emotions and how they can be controlled, how people learn and how they interact. This is a course to help the students acquire an understanding of normal and deviant human behaviour.

### **3. TIME ALLOTTED**

The minimum number of hours allotted is 40.

### **4. PLACEMENT IN THE CURRICULUM**

This course should be started early in the first year and covered with increasing depths throughout the year

### **5. CLINICAL FACILITIES**

Any situation in which the student has contact with patients, colleagues, and other workers in the hospitals, community, hostel and in the school will afford learning experiences in the subject.

### **6. TEACHING PERSONNEL**

A tutor with M Sc Nursing or BSc Nursing with minimum 3 years experience and good background of the subject should teach the course. Alternatively it may be taught by a psychologist co-ordinated by a tutor

### **7. TEACHING FACILITIES**

A classroom with the usual facilities will normally be sufficient. There should be provision for showing films and the chairs should be of the movable type so that they can be rearranged to suit informal discussions when desired.

### **8. TEACHING METHODS**

Lecture, discussion, group discussion, role-play, bedside teaching, group play and group interactions, psychological games and seminars are the methods that can be used in teaching this subject. Lectures should be well illustrated with examples relating to everyday life and to nursing. The use of films will also make learning interesting.

## COURSE PLAN

Hours : 40

### COURSE TITLE

### COURSE DESCRIPTION

### PSYCHOLOGY

This course is designed to help students understand the dynamics of human behaviour and concept of mental health. This will enable them to develop positive attitude and good inter-personal relationships in the practice of nursing in all kinds of health care settings.

### PLACEMENT OF THE COURSE

Psychology must be started in the beginning of the first year.

As in General Guidelines

### GENERAL OBJECTIVES

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION             |
|----------|--|---|-------|---|--|----------------------------------|
| I        | The student is able to:<br>State the concept, scope and importance of psychology | INTRODUCTION<br>- Definition, scope of Psychology and its importance in Nursing profession  | 2     | - Lecture cum discussion<br>- Observation<br>- Group interaction  | - Chalk board<br>- Video tapes   | Question and Answer              |
| II       | Illustrate the dynamics of human behaviour                                       | PSYCHOLOGY OF HUMAN BEHAVIOUR<br>- Dynamics of behaviour, motivation, and behavioural process of adjustments, adjustments and mal-adjustments, unconscious behaviour<br>- Frustration and conflicts : sources and nature of frustration, types of conflicts, coping with stress.<br>- Adjustment Mechanism : Meaning, types and importance.<br>- Emotions : In health and disease, normal development and psychosomatic illness.<br>- Attitudes : Meaning, development, habit formation and breaking, habits and the nurse. | 10    | - Lecture cum discussion<br>- Group discussions<br>- Simulations<br>- Psychodrama<br>- Interaction with hospitalized patients<br>- Observation<br><br>- Reading notes | - Chalk board<br>- Film strips / video<br>- Charts<br>- Transparencies | Unit exam<br>Assignments<br>Quiz |



| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION                         |
|----------|--|---|-------|---|--|--|
| III      | <p>The student is able to:</p> <p>Identify the process of effective learning and its importance to nursing education</p> <p>Apply the technique of observation in effective learning</p> | <p>LEARNING</p> <ul style="list-style-type: none"> <li>- Nature of learning, laws and types of learning, factors promoting effective learning, memory and forgetfulness.</li> <li>- Thinking and Reasoning</li> <li>- Nature and types of thinking</li> <li>- Problem solving and reasoning</li> </ul> <p>OBSERVATION</p> <ul style="list-style-type: none"> <li>- Attention and perception, factors affecting observation and errors in perception.</li> </ul> | 15    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Group works</li> <li>- Simulations</li> <li>- Problem solving</li> <li>- Exercise</li> </ul> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Film strips/video</li> <li>- Flannel board</li> <li>- Cards</li> <li>- Charts</li> </ul> | <p>Assignments</p> <p>Projects</p>           |
| IV       | Describe the nature and measurement of intelligence  | <p>INTELLIGENCE</p> <ul style="list-style-type: none"> <li>- Mental ability and intelligent behaviour, nature of intelligence.</li> <li>- Measurement of intelligence</li> <li>- Development of intelligent behaviour.</li> </ul>   | 6     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Interaction with mentally able and mentally challenged children.</li> </ul>                  | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Standard Intelligence tests</li> </ul>   | <p>Assignments</p> <p>Unit Test</p>          |
| V        | Discuss the concept and development of personality   | <p>PERSONALITY</p> <ul style="list-style-type: none"> <li>- Meaning, types, development and growth.</li> <li>- Characteristics of various age groups - child, adolescent, adult and old age.</li> <li>- Will and character</li> </ul>   | 7     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Role play</li> <li>- Visit to school, hospital and day care centres</li> </ul>               | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Film strips</li> </ul>   | <p>Assignments</p> <p>Comprehensive test</p> |

## UNIT PLAN

Hours : 7  
Teacher : X

COURSE TITLE  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

PSYCHOLOGY

V

Personality

On completion of the unit, the student will be able to describe the meaning, nature, types and techniques of assessment of personality and appraise the importance of developing and maintaining good personality in her personal and professional life.

| COMPETENCIES<br>The student is able to:                               | CONTENTS  | HOURS | METHOD OF<br>TEACHING   | TEACHING -LEARNING<br>ACTIVITIES   | TEACHING AIDS   | METHOD OF<br>EVALUATION   |
|---|---|-------|---|--|---|---|
| Define personality  | PERSONALITY<br>Introduction<br>Meaning of personality<br>Types of personality | 1/2   | <ul style="list-style-type: none"> <li>Lecture/Discussion</li> <li>Observation</li> </ul>                         | <ul style="list-style-type: none"> <li>Class room discussion</li> <li>Teacher explains</li> <li>Questions and Answers</li> </ul> | <ul style="list-style-type: none"> <li>Chalk board</li> <li>Film strips/ video</li> </ul>         | <ul style="list-style-type: none"> <li>Question and Answer</li> </ul>           |
| Differentiate the types of personalities                              | Types of personality  | 1/2   | <ul style="list-style-type: none"> <li>Role play</li> <li>Group discussion</li> </ul>                             | <ul style="list-style-type: none"> <li>Dramatization</li> <li>Teacher explains</li> <li>Questions and Answers</li> </ul>         | <ul style="list-style-type: none"> <li>Chalk board</li> </ul>                                     | <ul style="list-style-type: none"> <li>Oral Test</li> </ul>                     |
| Explain the development of personality                                | Development and growth  | 1/2   | <ul style="list-style-type: none"> <li>Lecture / Discussion</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher explains</li> <li>Questions and Answers</li> </ul>                                | <ul style="list-style-type: none"> <li>Chalk board</li> </ul>                                     | <ul style="list-style-type: none"> <li>Question and Answer</li> </ul>           |
| Enumerate the developmental needs of each age group                   | Characteristics of various age groups - child, adolescent, adult and old age  | 1 1/2 | <ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture/Discussion</li> <li>Role play</li> </ul> | <ul style="list-style-type: none"> <li>Student interaction</li> <li>Teacher explains</li> <li>Dramatization</li> </ul>           | <ul style="list-style-type: none"> <li>Flip chart</li> <li>Chalk board</li> </ul>                 | <ul style="list-style-type: none"> <li>Assignment</li> <li>Oral Test</li> </ul> |
| Describe the various techniques used in the assessment of personality | Assessment of personality   | 1     | <ul style="list-style-type: none"> <li>Lecture cum demonstration</li> <li>Discussion</li> </ul>                   | <ul style="list-style-type: none"> <li>Demonstrate and explain</li> <li>Teacher explains</li> </ul>                              | <ul style="list-style-type: none"> <li>Standard personality tests</li> <li>Chalk board</li> </ul> | <ul style="list-style-type: none"> <li>Assignment</li> </ul>                    |
| Explain the importance of personality in professional nursing         | Personality and the nurse   | 1     | <ul style="list-style-type: none"> <li>Lecture/Discussion</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher explains</li> </ul>   | <ul style="list-style-type: none"> <li>Chalk board</li> </ul>                                     | <ul style="list-style-type: none"> <li>Question and Answer</li> </ul>           |
| Describe the importance of will and character in professional nursing | Will and character<br>Summary   | 2     | <ul style="list-style-type: none"> <li>Role play</li> <li>Lecture/Discussion</li> </ul>                           | <ul style="list-style-type: none"> <li>Dramatization</li> <li>Teacher explains</li> </ul>  | <ul style="list-style-type: none"> <li>Chalk board</li> </ul>                                     | <ul style="list-style-type: none"> <li>Unit test</li> </ul>                     |



## CHAPTER – 17

### SOCIOLOGY

#### General Guidelines

Hours : 20

#### 1. GENERAL OBJECTIVES

On completion of this course the student is able to:

- Describe the concept of the family as a social unit and the status of the individual in the family.
- Explain the dynamics of society and identify common social problems.
- Demonstrate ability to understand the socio cultural and economic aspects of the community in the light of their effects on health and illness.
- Utilize the knowledge and understanding of sociology in nursing practice.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

In order to acquire the desired understanding of sociology the student must review her knowledge of the developmental stages of the individual, the inter relationships of members of a family, relationships between families in a community and how the community is organised so that society can function effectively, productively and harmoniously. In addition she needs to understand the economic status of the family and the community and how this is influenced by the natural resources of the country, industrialization, urbanization and uncontrolled growth of the population.

#### 3. TIME ALLOTTED

The minimum number of hours allotted is 20.

#### 4. PLACEMENT IN THE CURRICULUM

It is suggested that the teaching be done, in the first year and the principles integrated appropriately in the teaching of all subjects.

#### 5. CLINICAL FACILITIES

Any situation in which student has contact with patients, by-standers, colleagues, other workers in hospitals, community, hostel and the school will afford learning experiences in the subject.

#### 6. TEACHING PERSONNEL

Sociology should be taught by a person with BSc Nursing qualification who has experience and interest in the subject and an ability to adapt the teaching to the needs of the nursing students in a practical way. Alternatively this may be taught by a social scientist with a tutor coordinating it.

#### 7. TEACHING FACILITIES

A class room in which the seating arrangements can be adapted for group discussion is required. Organizational charts illustrating the administrative pattern of the country will be helpful. Good supply of pamphlets and other reference materials published by ministries of community development & co-operation, information and broadcasting, health and other voluntary agencies should be in stock. Observation visits to social institutions for delinquents, handicapped and destitutes may be arranged.

#### 8. TEACHING METHODS

Most of the teaching can be carried out by lecture and discussion method. Other methods that can be used are written assignments for review of topics, group discussion, role play, observation visit, group projects, problem solving exercises, brain storming, structured discussions and class presentations.

## COURSE PLAN

### COURSE TITLE COURSE DESCRIPTION

### SOCIOLOGY

This course is designed to help students gain an understanding of sociology in the context of its relevance to Nursing practice.

Sociology must be started in the first year

As in General Guidelines.

Hours : 20

### PLACEMENT OF THE COURSE GENERAL OBJECTIVES

| UNIT No. | COMPETENCIES<br>The student is able to:  | CONTENTS   | HOURS | TEACHING-LEARNING ACTIVITIES                             | TEACHING AIDS   | METHOD OF EVALUATION                 |
|----------|--|--|-------|--|---|--------------------------------------|
| I        | Describe the nature, scope and concept of sociology in relation to its importance in nursing | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>- Concept of sociology</li> <li>- Scope</li> <li>- Nature</li> <li>- Importance of sociology in nursing</li> <li>- Socio cultural and economic aspects of the community and their effects in health and illness.</li> </ul>                   | 2     | - Lecture cum Discussion                                 | Chalk board   | Question and Answer<br>Reading notes |
| II       | List the rights and responsibilities of the individual in society                            | <b>THE INDIVIDUAL</b> <ul style="list-style-type: none"> <li>- Brief review of human growth and development</li> <li>- Effects of environment on child hood, adolescence, adulthood and old age</li> <li>- The rights and responsibilities of the individual in a democratic society.</li> </ul>         | 2     | Lecture cum Discussion<br>Role play<br>Group interaction | Chalk board<br>OHP<br>Pictures<br>Fundamental Rights<br>Duties and responsibilities of an Indian Citizen<br>Constitution of India | Question and Answer<br>Test          |
| III      | Describe the concept of family as a social unit  | <b>THE FAMILY</b> <ul style="list-style-type: none"> <li>- Family as a social institution and basic unit for health services</li> <li>- Basic needs of family</li> <li>- Family structure and relationships</li> <li>- Family life education, pre marriage, marriage and parent hood, old age</li> </ul> | 4     | Lecture cum Discussion<br>Role play                      | OHP<br>Chalk board  | Question and Answer<br>Assignment.   |



| UNIT No. | COMPETENCIES<br>The student is able to:   | CONTENTS   | HOURS | TEACHING-LEARNING ACTIVITIES   | TEACHING AIDS                            | METHOD OF EVALUATION   |
|----------|---|--|-------|--|--|--|
| IV       | Explain the socio cultural aspects of community   | <p>THE SOCIETY</p> <ul style="list-style-type: none"> <li>- Concept of society</li> <li>- Group – types, structure, intergroup relationships</li> <li>- Group cycle</li> <li>- Group behaviour and group more</li> <li>- Social changes, social control and social stratification</li> <li>- Rural and urban society</li> <li>- Social problems – unmarried mothers, dowry system, prostitution, drug addiction, alcoholism, delinquency, handicapped, child abuse, atrocities against women</li> <li>- Social agencies and remedial measures</li> </ul> | 8     | <p>Lecture cum discussion.</p> <p>Individual and group discussion</p> <p>Role play</p> <p>Observation visits to the community</p> <p>Observation visit to Govt. organisations and NGO's working with issues related to women and children.</p> <p>Guest Lecture</p> <p>Group discussion on problem solving activity on issues raised during visits to Govt. organisations.</p> | Chalk board<br>OHP                       | Test.  |
| V        | Narrate culture and characteristics of community  | <p>THE COMMUNITY</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Characteristics</li> <li>- Culture</li> </ul>  | 1     | <p>Lecture cum discussion</p> <p>Group discussion</p> <p>Brain storming</p>  | Chalk Board                              | Question and Answer  |
| VI       | Explain the economic aspects of community with special reference to population explosion.<br><br>Describe the importance of family budget | <p>ECONOMY</p> <ul style="list-style-type: none"> <li>- Resources of the country - natural, occupational, agricultural, Industrial</li> <li>- Social security</li> <li>- Population explosion –effects on economy and the needs for population control</li> <li>- Budgeting for a family, per capita income and its impact on health and illness</li> </ul>  | 3     | <p>Lecture cum discussion</p> <p>Class presentation</p> <p>Structured discussion</p>   | Chalkboard<br>Transparencies<br>Leaflets | <p>Quiz</p> <p>Question and Answer</p> <p>Assignment</p> <p>Comprehensive Test</p> |

## UNIT PLAN

Hours : 2  
Teacher : X

COURSE TITLE  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

SOCIOLOGY  
II  
The Individual  
On completion of this unit the student is able to identify the rights and responsibilities of individuals and the environmental influence upon them in relation to different developmental stages, and utilize this knowledge in nursing practice:

| COMPETENCIES<br>The student is able to:  | CONTENTS   | HOURS | METHOD OF TEACHING                                      | TEACHING -LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION                 |
|--|--|-------|---|--|--|--------------------------------------|
| Define human growth and development  | THE INDIVIDUAL<br>- Growth & development, Definition, effects of environment on growth and development   | 1     | Lecture cum discussion<br>Group interaction             | Class room Group discussions on stages of growth and development   | Transparency<br>Chalk board<br>Pictures                  | Question and Answer                  |
| Describe the stages of growth and development                                  | - Stages of growth and development<br>- Infancy, Toddler, Childhood, Adolescence<br>- Adult hood and old age.  |       | Role play<br>Lecture                                    | Drama  |  | Question and Answer                  |
| Explain the influence of environment on an individual's growth and development | - Effect of environment<br>- Family, School and society upon childhood<br>- Effects of family, society and peer group upon adolescence<br>- Effects of environment on adult hood and old age.                                    |       | Lecture<br>Group interaction                            | Reading notes<br>Skit  |  | Assignment                           |
| List the rights and responsibilities of the individuals in the society         | Rights and responsibilities of the individual in a democratic society<br>- Indian constitution<br>- fundamental rights of an Indian citizen<br>- Responsibilities of Indian Citizens<br>- Democratic set up merits and demerits. | 1     | Lecture cum discussion<br>Panel discussion<br>Role play | Lecture cum discussion<br>Discussion on rights and responsibilities of an individual in our country<br>Role play | Transparency<br>Chalk Board<br><br>Constitution of India | Question and Answer<br><br>Unit test |
| Compare the merits and demerits of a Democratic set up                         |  |       |   |  |  |                                      |



# CHAPTER – 18

## FUNDAMENTALS OF NURSING

General Guidelines

Hours :  
Theory : 175  
Clinical : 612 (17 wks.)

### 1. GENERAL OBJECTIVES

Upon completion of this course, the student is able to :

- a. Describe of the physical, mental and social adjustments required of a sick individual and his family.
- b. Carry out basic nursing techniques and care with the application of sound scientific principles.
- c. Explain the concept of comprehensive nursing care.
- d. Develop skills in assessment, planning, implementation and evaluation of the nursing care rendered to the patients.
- e. Communicate effectively and establish good interpersonal relationship with the patients, their relatives and with the other health team members.
- f. Demonstrate skills in observation, recording and reporting.
- g. Recognise and utilise opportunities for planning and implementing need based health teaching programme (s) for individuals, groups, families and communities.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

In the first year, the student is introduced to the principles and practices which are basic to nursing in the hospital and community. At the outset, opportunities should be provided for her to acquire an understanding of nursing as a community service and of the relation of the hospital to other health agencies. Later she will need experiences which will help to appreciate the patient as an individual and the adjustments that have to be made by a person when he becomes a patient. She will next need to learn to assess the patient's need for assistance in meeting the normal human needs of personal cleanliness, food, rest, comfort, elimination etc.

In relation to illness, in general, opportunities should be provided for the student to recognize the common manifestations of illness and understand the significance of each symptom, to learn simple diagnostic procedures, and to develop the ability to carry out nursing activities for the relief of pain and discomfort.

As far as possible, the learning experiences provided should be patient - centred, and each activity should be carried out as a part of the total care of the patient and not as an isolated procedure. The student, from the beginning, should be given experience in meeting the total nursing needs of a patient, at first in a simple patient care situation, then gradually in more demanding and progressively complex situations.

### 3. TIME ALLOTTED

The minimum number of hours allotted for fundamentals of nursing is 175. Much of this time should be utilised in demonstrations and return demonstrations. When the students clinical assignments, particularly in the first year, are well planned and adequately supervised, a more effective use of the prescribed hours is possible. 612 hours (17 weeks) of closely supervised practice in wards is also scheduled to help the student to gain basic practical nursing skills.

#### **4. PLACEMENT IN THE CURRICULUM**

This subject is to be taught in the first year.

#### **5. CLINICAL FACILITIES**

The wards, and the departments which have been selected for clinical experience should provide suitable learning situations for the students in this subject. Where it is considered that a clinical area or any part of it will not consistently demonstrate a high standard of nursing practice or lend itself to clinical teaching, the assignment in the first year may be restricted to a few selected teaching wards.

#### **6. TEACHING PERSONNEL**

A senior nursing tutor (M.Sc Nursing/ B.Sc Nursing) with a good background in the basic sciences should be responsible for this subject area. For the teaching of first year students she may be assisted by junior staff and during the remaining hours, work with other teachers in planning the teaching of the nursing procedures related to their assigned subjects.

To teach specific class sessions other persons may be invited, for example, ward sisters to demonstrate the use of special equipments or procedures, ministers of different denominations to discuss religious practices in the care of the dying, anaesthetists to demonstrate the use of anaesthetic equipments, physiotherapists, pharmacologists, technicians and others for appropriate classes. Care should be taken to ensure that the course is not so fragmented by the use of outside lectures that the teaching fails to demonstrate continuity.

#### **7. TEACHING FACILITIES**

The students of first year should be posted in general medical surgical wards, so that best learning experiences are enjoyed by the students in real situations. However, a nursing laboratory is essential for the demonstration of some procedures and especially, for practice by the students during scheduled and extra hours. The laboratory should be large enough to permit a class to be seated during demonstrations and for a group to practice comfortably.

#### **8. TEACHING METHODS**

Almost all methods can be used in the teaching of this subject, though the emphasis will be on those in which there is maximum amount of student participation.

As much use as possible should be made of the clinical areas. With a proper approach and access to patients it is possible to demonstrate a number of procedures and practice in a real situation, where learning is obviously more meaningful to the student and more effective than in an artificial situation in the class room. Where necessary, students can practice in the nursing laboratory, until they have acquired sufficient skill to carry out the practice without harm to the patient.

Students must learn a large number of nursing procedures, but these need not and should not, be taught in isolation. From the very outset, the problem-solving approach to teaching should be used - what the patient's needs are, how they can be met, and how adequately they are met. This means even the simplest procedure can be patient - centred. For example, if the procedure to be taught is bed making, the class can discuss the need of the patient for comfort and then proceed to learn how this need can be met. As the student adds to her learning, the patient's situation will become more complex and challenging with more needs to be met, more skills required to meet them, and more opportunities for using judgment and for evaluating the outcomes.

With this approach to teaching, the concept of comprehensive nursing care will be instilled in the student. Skill in carrying out comprehensive nursing care will be developed as opportunities are provided for practice in the clinical areas. The teaching of all nursing practices should emphasize



the underlying scientific principles and methods of adapting them to the home situation should be discussed and demonstrated. The following are examples of some other methods, which may be used in the teaching of the subject:

- a. At the beginning of the course students may be given an assignment of writing out their own concept of "Nursing as a community service". In class, the traditional and modern concepts can be compared and misconceptions held by the students clarified.
- b. The discussion method may be used to teach the adjustment of patient's to hospital environment and procedures. Students may be asked to describe their own reactions to hospitals and/or experiences of treatment undergone as out-patients and further discussions may be held on how they react to minor discomfort and ill health, and this may be related to general manifestations of illness.
- c. Observation visits may be arranged to the physiotherapy and X-ray departments, central supplies unit, out patient department (to see the admission procedures), the hospital laboratory and other departments which will provide opportunities for acquiring the desired learning.
- d. All records in common use should be demonstrated and where appropriate, assignments given on how to maintain them. These records should include patients charts showing the medicines and the treatment given, fluid balance charts, day and night reports registers and nursing care charts. If nursing care charts are not in common use, such charts may be designed for use by the student. They should provide for the recording of the patient's name, age and conditions, family medical history, drug exposure, diet, fluids, needs related to hygiene; individual needs (arising from religious habits, disabilities, language difficulties, idiosyncrasies etc); any special treatments, and a health teaching plan (how to maintain personal hygiene).
- e. Preparation of nursing care plans, role playing and a variety of assignments can be used in teaching this subject. The benefit derived by the student from this teaching will depend on the opportunities given to practice what is taught, and an adequate supervision in the clinical area. Maintenance of a Nursing practical record book will ensure that all procedures are demonstrated, return demonstrations taken, supervised the practice and demonstrated satisfactory skill in daily clinical practice of the procedures listed in the practical record book prescribed by I.N.C.

## COURSE PLAN

Hours  
Theory : 175  
Clinical : 612 (17 weeks)

### FUNDAMENTALS OF NURSING

This course is designed to help students develop ability to meet the basic health needs of the patient with regard to nursing care and develop skill in the competencies required for rendering effective patient care.

First Year

As in General Guidelines

### COURSE TITLE

### COURSE DESCRIPTION

### PLACEMENT OF THE COURSE

### GENERAL OBJECTIVES

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|---|--|-------|--|---|--|
| 1        | <p><b>The student is able to :</b></p> <p>Explain what is nursing, its nature, meaning, scope and principles</p> <p>Identify the qualities of a professional nurse and ethics in Nursing</p> <p>Identify the health care agencies and its functions</p> <p>Describe the holistic approach to nursing and comprehensive nursing care</p> | <p>INTRODUCTION TO NURSING</p> <p>Nursing - Definitions, meaning, nature, scope, principles and History of Nursing</p> <p>Nurse - Definition and meaning preparations of a nurse.</p> <p>Qualities - personal, professional</p> <p>Ethics in Nursing</p> <p>Role and responsibilities of a nurse</p> <p>Health care agencies – Hospital and community</p> <p>Types of hospitals and its functions</p> <p>Holistic approach to Nursing</p> <p>Comprehensive nursing care.</p> | 20    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> </ul> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- OHP</li> <li>- Charts</li> <li>- Hand outs</li> </ul> | <ul style="list-style-type: none"> <li>- Question and Answer</li> <li>- Unit test</li> </ul> |



| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|---|---|-------|--|---|--|
| II       | <p>The student is able to :</p> <p>Enumerate the determinants of health status</p> <p>Identify the effects of illness</p> <p>Develop skill in admission procedure</p> <p>Develop skill in bed making</p> <p>Appreciate the importance of maintaining therapeutic environment</p> <p>Identify the meaning of psycho social environment</p> <p>Demonstrate skill in planning nursing care based on nursing process approach</p> <p>Demonstrate skill in recording and reporting</p> <p>Demonstrate skill in counselling patients for discharge.</p> | <p><b>NURSING CARE OF THE PATIENT/CLIENT</b></p> <p>Introduction to the sick and the healthy. Determinants of health status.</p> <p>Patient/client as an individual member of the family, society. Effects of illness and hospitalisation on the patient and his family</p> <p>Admission of a patient - patient unit set up and admission procedures, reception of a patient, care of patient's belongings (hospital policies)</p> <p><b>Bed &amp; Bed making</b></p> <p>Principles of bedmaking, factors to be considered in selecting and making bed, different types of beds and their uses</p> <p><b>Maintenance of therapeutic environment</b></p> <p>- temperature, lighting, noise and humidity</p> <p><b>Psychosocial environment</b></p> <p>Meaning and its importance, aesthetic consideration in the environment, colour scheme, beauty and flower arrangements.</p> <p><b>Nursing process and nursing care plan</b></p> <p>Meaning, importance and steps in development</p> <p><b>Recording and reporting</b></p> <p>Importance, types and nurses' responsibilities</p> <p><b>Discharging a patient</b></p> <p>Preparation of the patient physically and mentally for discharge procedure (Hospital policies)</p> | 30    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> <li>- Role play</li> <li>- Lecture cum demonstration</li> <li>- Demonstration of bed making in the laboratory and wards</li> <li>- Lecture cum discussion</li> <li>- Lecture cum discussion</li> <li>- Demonstration</li> <li>- Flower arrangement</li> <li>- Lecture cum discussion</li> <li>- Lecture cum discussion</li> <li>- Shows different kinds of records</li> <li>- Participating in discharge procedure in clinical situations</li> </ul> | <ul style="list-style-type: none"> <li>- Black board</li> <li>- OHP</li> <li>- Transparency</li> <li>- Chalk board</li> <li>- Chalk board</li> <li>- Visits to aesthetically ideal rooms/wards</li> <li>- Chalk board</li> <li>- Patient records</li> </ul> | <ul style="list-style-type: none"> <li>- Submission of assignments</li> <li>- Return demonstration</li> <li>- Return demonstration</li> <li>- Practice in the ward</li> <li>- Unit test</li> <li>- Assignment</li> <li>- Observation</li> <li>- Nursing care plan</li> <li>- Assignment</li> <li>- Discharge plan</li> </ul> |

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|---|--|-------|---|---|---|
|          | The student is able to :  | Follow up and rehabilitation, revisit, treatment compliance, referral.<br><b>Dying patient</b><br>Signs and symptoms of approaching death, needs of the dying patient and his relatives<br>Care of the dying<br>Last offices<br>Packing of bodies with communicable and non communicable diseases.   |       |   | Chalk board<br>Charts<br><br>Chalk board<br>Charts  | Assignment<br>Return demonstration  |
|          | Identify the signs and symptoms of approaching death<br>Develop skill in caring for the dead body and grief counselling   |  |       | Demonstration of packing of bodies in the laboratory for further procedure<br>Demonstrating care of the dying in clinical setup.<br>Demonstrate packing of dead body in the ward.   |   |   |
| III      | Narrate the importance of maintaining good personal and environmental hygiene<br>Develop skills in giving hygienic care<br>Explain the importance of diet in health and disease | BASIC NURSING CARE AND NEEDS OF THE PATIENT :<br>PHYSICAL NEEDS - HYGIENE NEEDS<br>Importance of maintaining good personal and environmental hygiene in health and disease, nurse's role in maintaining good personal and environmental hygiene<br>CARE OF SKIN AND MUCUS MEMBRANE<br>Bedbath, care of hair, eyes, ears, nose and nails, genitalia<br>NUTRITIONAL NEEDS<br>Importance of diet in health and disease.<br>Factors affecting the normal nutrition in sickness.<br>Nurses role in maintaining good nutrition<br>Feeding helpless patients<br>Maintaining intake and output record<br>ELIMINATION NEEDS<br>Problem in sickness, constipation and diarrhoea. Retention and incontinence of urine: nurses' role | 40    | Lecture cum discussion<br><br>Lecture cum discussion<br>Demonstration<br><br>Lecture cum discussion<br><br>Demonstration of balanced diet and diet in sickness<br><br>Lecture cum demonstration<br>Demonstration<br>Lecture cum discussion<br>Demonstration | Chalk board<br>OHP<br><br>Charts<br>Check list of procedures<br><br>Charts<br><br>Procedure check list<br>Check list for procedures | Assignment<br><br>Return demonstration<br><br>Assignment<br><br>Return demonstration<br>Return demonstration<br>Unit test |



| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|--|---|-------|---|--|---|
|          | The student is able to :   |   |       |   |  |   |
|          | Demonstrate skill in ensuring safety to clients/patients                         | SAFETY NEEDS<br>Environmental hazards, role of nurses in prevention of health hazards<br>COMMUNICATION NEEDS  |       | Lecture cum discussion  | - Chalk board  | - Quiz  |
|          | Describe the importance of effective communication in interpersonal relationship | Interpersonal relationship, cultural/spiritual/religious needs<br>ACTIVITY AND EXERCISE   |       | Lecture cum discussion  | - Paper presentation   | - Submitting assignments<br>Return demonstration<br>Assignment                |
|          | Describe the importance of activity and exercise in health and sickness          | Importance of activity and exercise in health and sickness, active and passive exercises<br>PHYSICAL COMFORTS<br>Comfort: meaning and its importance in health and disease. Factors promoting and inhibiting physical comfort |       | Lecture cum demonstration<br>Demonstration of exercises<br>Lecture<br>Demonstration of various positions<br>Application of comfort measures | - Charts OHP<br>- OHP  | -   |
| IV       | Recognise the use of various comfort measures                                    | Comfort devices and their uses. Body mechanics, positioning   |       |   |  |   |
|          | Demonstrate skill in care of pressure sores                                      | MOVING AND LIFTING OF PATIENT<br>Care of pressure points, bedsores, causes, signs and symptoms  |       | Demonstration of back care  | - Checklist<br>- Flip chart  | - Return demonstration<br>Unit test   |
|          | Identify the principles of assessment of patients                                | Prevention and nursing care<br>ASSESSMENT OF PATIENT / CLIENT<br>Principles and importance of assessment, methods of assessment, observation, palpation, auscultation, percussion, developing skill in observation            | 40    | Lecture cum discussion<br>Demonstrating methods of physical examination<br>Checklist  | - Chalk board<br>- OHP<br>- Flip chart<br>- Necessary articles     | - Assignment<br>- Return demonstration<br>- Physical assessment<br>- Proforma |
|          | Demonstrate skill in physical assessment of patients                             | PHYSICAL ASSESSMENT<br>Height, weight, posture, speech  |       | Demonstration of recording of vital signs   | - Checklist<br>- Samples<br>- Articles necessary for the procedure | - Return demonstrations   |

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|---|-------|---|---|---|
|          | The student is able to :                                       |   |       | Preparation of check list   |   |   |
|          | Recognize the normal and abnormal characteristics of specimens | PHYSIOLOGICAL<br>Temperature, pulse, respiration and blood pressure. Characteristics of normal and abnormal TPR and BP and factors influencing the variations<br>Urine, stool, vomit, sputum, normal and abnormal characteristics |       | Lecture<br>Examining specimens  | Specimen<br>Role play   | Return demonstration  |
|          | Describe the psychological status of the patient               | PSYCHOLOGICAL OBSERVATION<br>Mood, intelligence, emotion, characteristics of normal behaviour and deviation   |       | Lecture cum discussion  | - Chalkboard<br>- Role play   | Assignment<br>Unit test   |
| V        | Recognise the importance of aseptic practices                  | THERAPEUTIC NURSING CARE AND PROCEDURES<br>ASEPSIS<br>Hand washing, hand scrubbing, use of mask, gown, gloves.  | 25    | Lecture cum demonstration<br>Exposure to sterilisation department           | - demonstration of hand washing techniques                              | Assignment<br>Return demonstration<br>Hand washing<br>Scrubbing<br>Gowning<br>Gloving |
|          | Identify the techniques of disinfection and sterilisation      | Disinfection techniques, sterilisation techniques, autoclaving, boiling, flaming, ultra violet rays.  |       |   |   |   |
|          | Acquire skill in sterilisation of various items                | CARE AND STERILISATION OF<br>- Linen, bed, mattresses, floor, walls, cupboards and other articles.<br>- Rubber goods, dressings, instruments, needles, syringes, enamelware<br>- Barrier Nursing and Isolation                    |       | Lecture cum discussion<br>Demonstration                                     | - Chalk board<br>- Checklists   | Return demonstration<br>Check lists   |
|          | Recognise the importance of barrier nursing                    |   |       | Demonstration of the technique of barrier nursing<br>Lecture cum discussion | - Charts<br>- Exposure to isolation ward<br>- Chalk board<br>- Inhalers | Assignments<br>Check lists<br>Return demonstration<br>Assignments                     |
|          | Acquire skill in administering inhalation                      | CARE OF RESPIRATORY SYSTEM<br>Inhalation - dry inhalation, moist inhalation, steam tent, electric inhalers, suction oro-nasal   |       | Demonstration of different types of inhalations                             |   |   |



| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|---|--|-------|--|---|--|
|          | <p>The student is able to :</p> <p>Develop skill in giving different kinds of enema</p> <p>Demonstrate skill in passing flatus tube</p> <p>Demonstrate skill in giving perineal care</p> <p>Identify methods of collection of urine, stool and sputum specimens</p> | <p>CARE OF GASTRO INTESTINAL TRACT</p> <p>Preparation and giving of enema</p> <p>Retention enema, evacuation enema, applying suppository, passing of flatus tube</p> <p>CARE OF GENITO URINARY SYSTEM</p> <p>Perineal care to terminally ill patient and patient with urinary catheters</p> <p>Collection of specimens of urine, stool, specimen for routine and culture examination</p> <p>CARE OF SKIN AND MUCUS MEMBRANE</p> <p>Cold application, ice caps, cold packs, use of evaporating lotion, hot application, use of hot water bottles, dry and moist fomentation, medicated fomentation</p> <p>BASIC NEEDS AND CARE IN SPECIAL CONDITIONS</p> <p>Care of patient with fever, unconscious patient, patient with fluid imbalance and dyspnoea.</p> <p>Care of the terminally ill</p> <p>Care of the physically handicapped</p> |       | <p>Lecture cum discussion</p> <p>Demonstration of enema</p> <p>Demonstration of passing of flatus tube</p> <p>Lecture discussion</p> <p>Demonstration of perineal care</p> <p>Lecture</p> <p>Practical demonstration of collection of specimens and urine test</p> <p>Lecture</p> <p>Demonstration</p> | <p>- Chalk board</p> <p>- Check list</p> <p>- Articles for the procedure</p> <p>- Chalk board</p> <p>- Articles for Perineal care</p> <p>- Specimen bottles</p> <p>- Articles for procedure</p> | <p>Return demonstration</p> <p>Return demonstration</p> <p>Check list</p> <p>Return demonstration</p> <p>Check list</p> <p>Unit Test</p> |
| VI       | <p>Demonstrate skill in giving care to patients with</p> <p>Fever, fluid imbalance, dyspnoea, terminal illness and physical handicaps</p>   |  | 10    | <p>Lecture discussion</p> <p>Bedside teaching showing patient in real situation</p> <p>Clinical teaching</p>   | - Chalk board   | <p>Clinical observation</p> <p>Check list</p> <p>Test</p>  |
| VII      | <p>Explain the concept of pharmacology</p> <p>Classify drugs</p> <p>Demonstrate skill in administration of drugs</p> <p>Enumerate the action of drugs</p>   | <p>INTRODUCTION TO PHARMACOLOGY</p> <p>Concept of pharmacology</p> <p>Classification of drugs</p> <p>Administration of drugs</p> <p>General action of drugs</p> <p>Implication of administration of drugs in nursing</p>   | 10    | <p>Lecture cum discussion</p> <p>Charts</p> <p>Demonstration of the procedure of administration of drugs</p>   | - Chalk board   | <p>Drug file</p> <p>Return demonstration</p> <p>Test</p>   |

## UNIT PLAN

Hours : 40  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

FUNDAMENTALS OF NURSING

IV

Assessment of patient/client

Upon completion of the unit, the students acquire knowledge regarding the principles and methods of assessment and apply this knowledge in various clinical settings.

| COMPETENCIES<br>The student is able to:                                      | CONTENTS  | HOURS | METHOD OF<br>TEACHING                      | TEACHING - LEARNING<br>ACTIVITIES  | TEACHING AIDS                         | METHOD OF<br>EVALUATION                        |
|--|---|-------|--|--|---------------------------------------|--|
| Describe principles of assessment of patients                                | ASSESSMENT OF PATIENT/<br>CLIENT  | 2     | Lecture cum<br>discussion                  | Structured Discussion  | - OHP<br>- Transparencies<br>- Charts | Question and<br>Answer                         |
| Demonstrate skill in assessing a patient using different methods             | Principles and importance of assessment<br>Methods<br>Observation<br>Palpation<br>Auscultation<br>Percussion<br>Developing skill in observation | 5     | Lecture cum<br>Demonstration               | Class room demonstration of inspection, palpation, auscultation, percussion, prepare an assessment record identifying the abnormal from normal | - Articles for physical examination   | Return demonstration<br>Practical Test         |
| Describe the various elements of physical assessment of a patient            | PHYSICAL ASSESSMENT<br>Height, weight, posture, speech<br>Head to foot examination  | 5     | Lecture cum<br>discussion<br>Demonstration | Class room demonstration of physical examination<br>Demonstrating position and draping used for physical examination                           | - OHP<br>- Transparency               | Test<br>Submit assessment record on a patient. |
| Demonstrate skill in preparation of environment and equipment for assessment | Position and draping used for physical examination<br>Preparation of environment and equipment  | 2     | Lecture cum<br>discussion                  | Demonstration of preparing environment and equipments  | - Articles needed                     | Return demonstration                           |



| COMPETENCIES<br>The student is able to:                                     | CONTENTS   | HOURS | METHOD OF<br>TEACHING                          | TEACHING - LEARNING<br>ACTIVITIES  | TEACHING AIDS   | METHOD OF<br>EVALUATION  |
|---|--|-------|--|--|---|--|
| Describe the physiological parameters in assessment                         | PHYSIOLOGICAL ASSESSMENT   | 6     | Lecture cum discussion                         | Class room teaching  | - Chalk board   | Return demonstration   |
| Demonstrate beginning skill in physiological assessment of patients         | Temperature<br>Pulse<br>Respiration<br>Characteristics of normal BP, TPR: Factors influencing variation        | 6     | Demonstration<br><br>Lecture cum demonstration | Practice<br><br>Class room demonstration   | - Articles required for taking TPR & BP.<br><br>- Sphygmomanometer<br><br>- Stethoscope | Submit assessment record on a patient.<br>Return demonstration |
| Recognise the normal and abnormal characteristics of urine and stool        | Urine and stool, vomit, sputum, Normal and abnormal characteristics, urine testing                             | 4     | Lecture cum discussion<br>Demonstration        | Exposure to laboratory<br>Specimen collection  | - Specimens<br>- Specimen collection bottles<br>- Articles for urine testing            | Return demonstration   |
| Narrate the nurses' responsibility in collecting specimens                  | Nurses' responsibility in collection of specimen   | 4     | Lecture<br>Demonstration                       | Class room lecture<br>Demonstrating the methods of collecting specimens                              |   | Return demonstration<br>Submission of check list               |
| Recognise the normal and abnormal behaviours and the deviations             | PSYCHOLOGICAL OBSERVATION<br><br>Mood, intelligence, emotion characteristics of normal behaviour and deviation | 3     | Lecture<br>Role play<br>Video display          | Role play<br>Video cassettes<br>Preparation of check list  | - Charts<br>- Video display   | Submission of check list                                       |
| Recognise the importance of records and reports and chart under supervision | RECORDING AND REPORTING<br><br>Types, values, principles, types of records<br>REPORTS<br>Objectives and types  | 3     | Lecture cum discussion                         | Comparing different types of records<br>Completion of reports.<br>Exposure to medical record section | - Patient records and reports   | Evaluation of assignment<br><br>Unit Test                      |

## CHAPTER – 19

### FIRST AID

#### General Guidelines

Hours : 20

#### 1. GENERAL OBJECTIVES

Upon completion of this course the student is able to:

- a. Describe the rules of first aid.
- b. Demonstrate skill in rendering first aid in cases of emergency.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

The student needs to learn first aid treatment for all kinds of emergencies. As far as possible these measures should be integrated with the teaching of the appropriate subjects in the curriculum. For example, the treatment of patient with poisoning should be dealt with when teaching pharmacology and burns when teaching skin conditions.

#### 3. TIME ALLOTTED

The minimum time allotted is 20 hours.

#### 4. PLACEMENT IN THE CURRICULUM

First Aid is to be taught in the first year.

#### 5. CLINICAL FACILITIES

Experience in first aid treatment may be acquired in any of the clinical areas to which the students are assigned and the casualty department. If there is an emergency in the locality, requiring the services of nursing personnel such as setting up of flood relief camps or control of an epidemic, students should be given the opportunity to observe how such services are organised.

#### 6. TEACHING PERSONNEL

The subject may be taught by a qualified nursing tutor/doctor.

#### 7. TEACHING FACILITIES

The equipments commonly stocked in the demonstration room, including an adequate supply of bandages and splints will be sufficient for teaching first aid. Films on relief work and resuscitation can be made available from the local branch of Red Cross society. Models, charts and First Aid kits also can be arranged.

#### 8. TEACHING METHODS

The teaching of first aid should be integrated with that of other subjects and demonstration of emergency treatments given at the time of teaching each subject. The discussion method may be used to teach about the risks to the community during any kinds of disaster and also the organisation of staff and resources. Observation visits to the local branch of Red Cross Society and Civil defense units may be arranged and representatives from the agencies may be invited to deliver lectures, participate in panel presentations or lead discussions. The lecture method may be used to teach priorities for treatment in times of disaster, including injuries from bomb blast and radiation. Lectures should be illustrated with other suitable visual aids.

Wherever possible narrate personal experiences in emergency situations. Simulation exercises will be very useful and interesting to the students



# COURSE PLAN

COURSE TITLE : FIRST AID

Hours : 20

COURSE DESCRIPTION :

This course is designed to help students to develop an understanding of community emergencies and develop skill in rendering first aid as and when the need arises.

PLACEMENT OF THE COURSE : First Year

GENERAL OBJECTIVES :

As in General Guidelines

| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION                                       |
|----------|---|---|-------|---|--|--|
| I        | The student is able to :<br>Describe the importance of first aid  | INTRODUCTION<br>- Importance of First Aid and rules of first Aid.<br>- Concept of Emergency   | 2     | - Lecture/Discussion  | - Black board<br>- Charts<br>- Bandages and other tools used in first aid  | - Question and Answer                                      |
| II       | Demonstrate skill in rendering first aid in emergency situations  | FIRST AID IN EMERGENCY SITUATIONS<br>- Fire, Burns, Fractures, Accidents, Poisoning, Drowning, Haemorrhages, Bites and stings, Foreign bodies<br>- Transportation of the injured<br>- Bandaging and splinting   | 10    | - Lecture cum discussion<br>- Demonstration   | - Flip chart<br>- Video tape<br>- Audio cassette<br>- Chart<br>- X-ray film<br>- Structured discussion<br>- Bandages<br>- Fire drill | - Return demonstration<br>- Test – Written<br>- Practical  |
| III      | Spell out various community emergencies and resources available in and to the community<br><br>Assist people in emergencies | COMMUNITY EMERGENCIES AND RESOURCES<br><br>COMMUNITY EMERGENCIES<br>- Fire, explosions, floods, earth quakes, famines<br>- Immediate and follow up roles of nurses<br>- Need for rehabilitation<br><br>COMMUNITY RESOURCES<br>- Police assistance<br>- Voluntary agencies -Local, State, National and International<br>- Ambulance services<br>- Their functions in emergencies | 8     | - Lecture cum Discussion<br>- Narration of personal experience in emergency<br><br>- Lecture cum discussion | - Chart<br>- Video tape<br>- Emergency drill<br><br>- One day trip to Red Cross<br>- Guest lecture                                   | - Test<br>- Return demonstration<br><br>Comprehensive Test |

## UNIT PLAN

Hours : 10  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

FIRST AID

II

First Aid in Emergency situations

Upon completion of the unit, the students are able to describe the principles and methods of managing emergency situations and apply the knowledge appropriately.

| COMPETENCIES   | CONTENTS  | HOURS | METHOD OF TEACHING  | TEACHING - LEARNING ACTIVITIES                   | TEACHING AIDS   | METHOD OF EVALUATION                             |
|--|---|-------|---|--|---|--|
| The student is able to :   |   |       |   |  |   |  |
| Describe management of emergency situations namely fire, burns, fracture, poisoning and drowning | FIRST AID IN EMERGENCY SITUATIONS<br>- First Aid<br>- Management of Fire and Burns. | 1     | Lecture cum discussion  | Classroom lecture<br>Demonstration<br>Fire drill | - Chart<br>- Video cassette   | Question and Answer<br>Return Demonstration Test |
|  | - Types of fractures and their management   | 1     | Lecture cum Discussion  | Classroom Lecture<br>Demonstration               | - Chart<br>- OHP/Video<br>- Black Board<br>- Structured discussion      | Assignment Test<br>Return demonstration          |
|  | - Management of Poisoning and Drowning<br>- Foreign body                            | 1     | Lecture cum discussion.<br>Demonstration of Artificial respiration and Heimlich manoeuvre | Classroom teaching                               | - Chart<br>- OHP<br>- Video tapes<br>- Antidote medicine<br>- Role play | Assignment Test<br>Return demonstration          |
| Demonstrate skill in giving First Aid in haemorrhage.  | - Types of Haemorrhage and first aid management of haemorrhage                      | 1     | Lecture cum discussion<br>Demonstration   | Classroom teaching                               | - Chart<br>- OHP<br>- Video tape  | Situational test                                 |



| COMPETENCIES<br>The student is able to :             | CONTENTS                                   | HOURS | METHOD OF<br>TEACHING                                       | TEACHING - LEARNING<br>ACTIVITIES                            | TEACHING<br>AIDS  | METHOD OF<br>EVALUATION                    |
|--|--|-------|---|--|---|--|
|  | - Management of Insect bite and snake bite | 1     | Lecture cum discussion<br>Demonstration of tying tourniquet | Classroom teaching   | - Chart<br>- OHP<br>- Video tape<br>- Anti snake venom medicine | Assignment<br>Test<br>Return Demonstration |
| Demonstrate skill in transporting the injured safely | Transportation of the injured              | 1     | Lecture cum demonstration                                   | Classroom teaching   | - Video tape<br>- Role play                                     | Assignment<br>Practical test               |
| Demonstrate skill in bandaging and splinting         | Bandaging and Splinting                    | 4     | Lecture<br>Demonstration                                    | Classroom teaching<br>Demonstration<br>Visit to plaster room | - Chart<br>- Bandages<br>- Video tape                           | Return demonstration<br>Test - Practical   |

# CHAPTER – 20

## PERSONAL HYGIENE

General Guidelines

Hours : 20

### 1. GENERAL OBJECTIVES

Upon completion of this course the student is able to:

- a. Explain the concept of health and hygiene.
- b. Enumerate the principles of personal health.
- c. Demonstrate skill to apply these principles in effective nursing care of the patients / clients as well as in her own healthy living.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet these objectives the students need to learn the basic principles of good physical and mental health habits and to practise them. Suitable opportunities for teaching will be at the time of the student's regular health examination. She may be asked to maintain her own personal health records. She should be provided with a good diet and guided in planning her daily living in the hostel and in participating in its activities. The student should learn the importance of taking prompt action with regard to any deviations from normal physical or mental health and should know and understand healthy ways of meeting frustration and conflict. At this stage the student needs learning experiences related to mental health but not to mental illness as this will be taught in the course in psychiatric nursing.

### 3. TIME ALLOTTED

The minimum time allotted for this subject is 20 hours.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that this subject should be placed early in the first year and the teaching correlated with that of the basic sciences, Fundamentals of Nursing and Community Health.

### 5. CLINICAL FACILITIES

Areas which will offer suitable learning experiences in this subject include the school, hostel, hospital, wards, community, health clinics, sources of water in municipality and village and systems of sanitation.

### 6. TEACHING PERSONNEL

This subject may be taught by any of the nursing tutors. Public health inspectors and public health nurses may be invited to participate in the teaching.

### 7. TEACHING FACILITIES

In addition to a well equipped class room, access to facilities of the student health clinics will be helpful for demonstration and practice. Suitable films and film strips are available for purchase or on hire. Samples of cumulative health records should be available and all students should be issued with health cards to be maintained by them personally.



## 8. TEACHING METHODS

Personal hygiene should be taught as an integrated subject. Lecture and discussion methods may be used to teach some units of this subject with provision of maximum participation by the students. If printed personal health cards are not available, the preparation of samples may be assigned to individuals or groups and the samples can later be analysed in class and used as a basis for discussing important factors in maintaining health. Depending upon the discussion, a suitable card can be designed and copies made later.

The principle of mental health may be taught by the discussion method. This teaching should be correlated with that of psychology, but it is important that the student should recognize that mental health is an essential component of personal health.

The problem solving approach can also be used effectively in the teaching of this subject. Students can be presented with a family centred situation in the community or a simple patient centred situation in the hospital and helped to recognise the personal health needs and to discuss and evaluate different methods of meeting them.

## COURSE PLAN

Hours : 20

|                         |  |
|-------------------------|--|
| COURSE TITLE            | PERSONAL HYGIENE   |
| COURSE DESCRIPTION      | This course is designed to help students acquire the concept of health, an understanding of the principles of personal health and its relation to nursing in health and disease. |
| PLACEMENT OF THE COURSE | Personal Hygiene should be placed in the first year of GNM course.   |
| GENERAL OBJECTIVES      | As in General Guidelines   |

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES                | TEACHING AIDS                            | METHOD OF EVALUATION  |
|----------|---|--|-------|---|--|---|
| I        | The student is able to :<br>Define health and explain its relation to successful living | INTRODUCTION<br>Concept of health and its relation to successful living  | 2     | - Lecture cum discussion<br>- Role play       | - Chalk Board                            | - Question and Answer<br>- Assignment                       |
| II       | Describe the significance of maintenance of health                                      | MAINTENANCE OF HEALTH<br><br>Determinants of Health, Developing good health habits, Prevention and protection from disease, Correction and treatment of defects, Maintenance of health records | 7     | - Lecture cum discussion<br>- Brain storming  | - Chalk Board<br>- Poster presentation   | - Assignment<br>- Unit test I, II                           |
| III      | Describe the importance of good health habits for sound health and well being           | PHYSICAL HEALTH<br><br>Care of skin, hair, teeth, eyes, ears, hands and feet, rest and sleep, exercise, activity, recreation, posture, nutrition, eliminations, menstrual hygiene.             | 6     | - Lecture cum discussion<br>- Health Teaching | - Chalk board<br>- Charts<br>- Role Play | - Assignment<br>- Question and Answer                       |
| IV       | Describe the significance of mental health  | MENTAL HEALTH<br><br>Characteristics of mentally healthy persons. Mental Hygiene during intrauterine, growth, infancy, childhood, adolescence, adulthood and old age.                          | 5     | - Lecture cum discussion<br>- Psychodrama     | - Chalk board<br>- Charts                | - Assignment<br>- Unit Test III, IV<br>- Comprehensive Test |



## UNIT PLAN

Hours : 7  
Teacher : X

COURSE TITLE  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

PERSONAL HYGIENE  
II

Maintenance of Health

Upon completion of this unit, the student is able to describe the significance of maintaining good health and practise good health habits in personal and professional life.

| COMPETENCIES<br>The student is able to :                    | CONTENTS  | HOURS | METHOD OF<br>TEACHING     | TEACHING - LEARNING<br>ACTIVITIES   | TEACHING AIDS  | METHOD OF<br>EVALUATION |
|---|---|-------|---------------------------|-------------------------------------|--|-------------------------|
| List the determinants of health.                            | MAINTENANCE OF HEALTH<br>Determinants of health           | 1/2   | Lecture cum<br>discussion | Group discussion                    | - Chalk board  | Question and Answer     |
| Describe the significance of good health habits             | Building of good health habits                            | 1 1/2 | Lecture cum<br>discussion | Group discussion                    | - Chalk board  | Assignment              |
| Enumerate the role of immunisation in maintenance of health | Prevention of and protection from disease<br>Immunisation | 2     | Lecture                   | Assignment<br>Immunisation schedule | - Flash cards<br>- Chalk board<br>- Role play        | Assignment              |
| Practise and teach correction of defects                    | Correction and treatment of defects                       | 1 1/2 | Lecture cum<br>discussion | Brain storming                      | - Chalk board  | Assignment              |
| Maintain health records                                     | Maintenance of health records                             | 1 1/2 | Lecture cum<br>discussion | Compilation of health records       | - Chalk board<br>- Health records (blank and filled) | Assignment<br>Unit test |

# CHAPTER – 21

## COMMUNITY HEALTH NURSING

### General Guidelines

|           |             |                    |                               |
|-----------|-------------|--------------------|-------------------------------|
| Placement | First Year  | – Theory – 80 hrs  | Practical – 288 hrs – (8 wks) |
|           | Second year | – Theory – Nil     | Practical – 72 hrs – (2 wks)  |
|           | Third year  | – Theory – 100 hrs | Practical – 216 hrs – (6 wks) |
|           | Internship  |                    | Practical – 168 hrs – (4 wks) |

### 1. GENERAL OBJECTIVES

On completion of the respective courses the student will be able to do the following:

#### First Year

1. Describe the concept of health, community health and community health nursing.
2. State the principles of epidemiology and epidemiological methods of community health nursing practice.
3. Explain the various services provided to the community and role of the nurse.
4. Demonstrate skill in practising effective nursing care of the individuals and families in the clinics as well as their homes, using the scientific principles of healthy living.

#### Third Year

1. Describe the health system and health care services in India.
2. Identify major health problems, national health programmes and specialized community health services.
3. Explain the concept of health team and describe the nurse's role at various levels of health care settings.
4. Describe the demographic concepts and family welfare programmes.
5. Explain and motivate the use of birth control methods to the community.
6. State the importance of vital statistics in health care set up.
7. Develop skill in rendering effective nursing care and preparation and maintenance of records and reports.

#### Internship Period

1. Demonstrate skill in the discharge of professional responsibilities independently and effectively.
2. Demonstrate beginning skill in teaching patients in health care settings and nursing students in clinical settings.
3. Demonstrate beginning skill in administration and management of nursing units/health clinics, health centre etc.
4. Utilise nursing process in teaching and communicating with clients.
5. Assist/participate in research activities of the institution/organization in various health care settings.
6. Identify the needs of continuing and inservice education in practice of nursing.

The purpose of including this subject is to give the student an understanding of the community health services - their organization and the role of the nurse within the structure which is sufficient for her to be able to function effectively in a first level (staff nurse) position in a health centre. It is presumed that the staff nurse in the health centre will have access to the same kind of professional guidance available to a staff nurse taking up her first appointment in hospital nursing.



## **2. LEARNING EXPERIENCE TO MEET THE OBJECTIVES**

The student must have opportunities for learning in real life situations in which urban and rural health services are being provided. A guide to what she must learn is given in the subject outline in the syllabus.

The experience provided include:

- a) community orientation programme
- b) Home visits to families
- c) Family centred care study
- d) Organization of clinics- RCH and family planning, participation in clinics. Morbidity: Tuberculosis, Leprosy, Malaria etc.
- e) School health programmes – school health screening – school health education
- f) Health Camps: Dental, Eye, Skin etc.
- g) Visit to primary health centre – Sub centre, community nutrition centre
- h) Community survey to diagnose health status
- i) Health education project
- j) Out patient clinics

These experiences enable the students in the health centres and in the homes to further gain experience related to reproductive and child health nursing, family planning, promotion of good nutrition, mental health, dental health and so on.

## **3. TIME ALLOTTED**

The students are given a total of 180 hours of theory during the programme, that is first year – 80 hrs and third year – 100 hrs. They are given a minimum period of 8 weeks for experience in community during the first year, two weeks in the second year, 6 weeks during the third year and 4 weeks in internship period.

## **4. PLACEMENT IN THE CURRICULUM**

It is suggested that in the first year the theory content of introduction to community health and community health nursing, community health nursing process, health assessment, epidemiology and epidemiological methods, family health nursing care, family health care settings, records and reports and minor ailments should be taught along with 8 weeks of clinical experience. The rest of the content can be taught in the third year with about 6 weeks of clinical experience. There will be 2 weeks of field experience in the second year.

During the third year, Health systems in India (organisational setup), Health care services in India, Health planning in India, specialized community health services and nurse's role in national health programmes, Demography and family welfare, health team and vital health statistics will be taught along with the field experience mentioned above. During the internship there will be 4 weeks of field experience.

## **5. CLINICAL/FIELD FACILITIES**

Suitable facilities for experience in community health nursing may be selected from among urban and rural health centres which conduct a variety of clinics. Schools and subcentres also should be utilised for student's experience.

## **6. TEACHING PERSONNEL**

All the planned learning experiences in this subject should be selected and organized by a nursing tutor who has had adequate experience of nursing in the community. She should also be responsible for most of the teaching, but doctors who are familiar with the administration of the health services at national, state and local level should also be invited to participate. The nursing staff of the health centres should be involved in providing practical experience under supervision. Block development officers and other members of the health team should also be involved in the student's education programme.

## **7. TEACHING FACILITIES**

Teaching of this subject requires classroom accommodation in the school and/or health centre, depending on where it is to take place. The equipment should include organizational charts showing the structure of the health services and suitable films and filmstrips, which may be purchased or hired. Home visiting bags should be available for demonstration and in sufficient number for use by the students. There should be an adequate stock of supplies to keep the bags complete and ready. Samples of all record cards should be available and a selection of simple visual aids be easily accessible.

## **8. TEACHING METHODS**

The methods that can be employed in teaching the students include planned lectures, demonstrations, discussions, field visits and assignments. In addition to teaching in the class room, a whole period of clinical experience should be planned during which time family care studies can be done. Assignments for group teaching, participation in clinics, school health programmes, health camps, dental camps, eye camps etc. may be given to students for submission. The students are expected to maintain their diary to facilitate the evaluation of their experience.



**Hours :**  
**Theory : 80**  
**Clinical/Field : 288 (8 wks)**

|                         |  |
|-------------------------|--|
| COURSE TITLE            | : COMMUNITY HEALTH NURSING I   |
| COURSE DESCRIPTION      | : This course is designed to help students gain an understanding of the concept of community health in order to introduce them to the wider horizons of rendering nursing services in a community set up, both in urban and rural areas. |
| PLACEMENT OF THE COURSE | : Community Health Nursing I should be placed early in the first year and spread throughout the year.  |
| GENERAL OBJECTIVES      | : As in General Guidelines   |

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| UNIT No. | COMPETENCIES   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|--|--|-------|--|--|---|
| II       | <b>The student is able to :</b><br>Apply nursing process in community health nursing setting.                                    | COMMUNITY HEALTH NURSING PROCESS<br>- Concepts and definition<br>- Importance of community health nursing process<br>- Steps of the process : Planning, Implementation, Evaluation<br>Application of nursing process in community health nursing.  | 5     | Illustration of nursing process using format   | - Nursing process format   | Oral Questions<br>Test paper                                    |
| III      | Develop beginning skill in assessing the health status and to identify deviations from normal parameters in different age groups | HEALTH ASSESSMENT<br>- Characteristics of a healthy individual<br>- Infant<br>- Pre-school<br>- School age<br>- Adult<br>Nutritional Assessment<br>Identification of deviation from normal health  | 13    | Lecture cum discussion<br>Demonstration<br>Carry out physical and nutritional assessment of different age groups | - Charts<br>- B P Apparatus<br>- Stethoscope<br>- Weighing machine<br>- Arm circumference tape<br>- Measuring tape | Test paper<br>Assignment on growth and development (Flip Chart) |
| IV       | Apply the principles of epidemiology and epidemiological methods in community health nursing practice                            | PRINCIPLES OF EPIDEMIOLOGY AND EPIDEMIOLOGICAL METHODS<br>- Definition and aim of epidemiology<br>- Basic tools of measurement in epidemiology<br>- Spectrum of disease and levels of prevention<br>- Disease transmission – direct, indirect<br>- Immunity<br>- Immunising agents and immunisation schedule<br>- Control of infectious diseases<br>- Disinfection | 12    | Lecture cum discussion<br>Prepare chart on<br>- disease cycle<br>- immunisation schedule                         | - Charts   | Evaluation of assignments<br>Test paper                         |



| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|---|-------|---|---|---|
| V        | Develop beginning skills in providing effective nursing care to families                               | <p>FAMILY HEALTH NURSING CARE</p> <p>Concept, goals and objectives of family health care</p> <ul style="list-style-type: none"> <li>- Family as a unit of health</li> <li>- Family health and nursing care process</li> <li>- Family health assessment</li> <li>- Family health care plan</li> <li>- Family health services</li> <li>- Maternal and child care</li> <li>- Family planning services</li> <li>- Role and functions of a community health nurse in family health services</li> <li>- Family health records</li> </ul>  | 16    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Review nursing process</li> <li>- Prepare family care plan</li> <li>- Carry out family care study</li> <li>- Illustration of sample family records</li> <li>- Attend RCH clinic</li> </ul> | <ul style="list-style-type: none"> <li>- Family folders</li> <li>- Registers and records in the centre</li> </ul> | Test paper and evaluation of Care Study                                 |
| VI       | Describe the principles and techniques of family health care services at home and in clinical settings | <p>FAMILY HEALTH CARE SETTINGS</p> <p>a) Home</p> <ul style="list-style-type: none"> <li>- Home visits – Purposes</li> <li>- Principles</li> <li>- Steps</li> <li>- Interviewing technique</li> <li>- Bag technique – Principles, technique</li> </ul> <p>b) Clinic</p> <ul style="list-style-type: none"> <li>- Purposes</li> <li>- Types of clinics</li> <li>- Functions of clinics</li> <li>- Setting up of various clinics</li> <li>- Functions of health personnel in clinics</li> </ul> <p>REFERRAL SYSTEM</p> <ul style="list-style-type: none"> <li>- Referral services available and steps in referrals</li> <li>- Role of a nurse in referrals</li> </ul> | 8     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> <li>- Role play</li> <li>- Role play on interview technique</li> <li>- Demonstration of home visit and bag technique</li> <li>- Attend RCH clinics</li> </ul>           | <p>Community health bag</p> <p>Sample family records</p>  | <p>Home visit</p> <p>Report of the home visit</p> <p>Family records</p> |
| VII      | Describe the referral system and community resources for referral                                      | <p>REFERRAL SYSTEM</p> <ul style="list-style-type: none"> <li>- Referral services available and steps in referrals</li> <li>- Role of a nurse in referrals</li> </ul>   | 2     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Visit to available local referral agencies</li> </ul>  |   | Assignment on list of agencies for referral                             |

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS                           | METHOD OF EVALUATION                                 |
|----------|--|---|-------|---|---|--|
| VIII     | The student is able to :<br>List the records and reports used in community health nursing practice and develop skill in maintaining them | <p>RECORDS AND REPORTS</p> <p>Records : Types and Uses</p> <p>Essential requirements of records</p> <ul style="list-style-type: none"> <li>- Design of records</li> <li>- Filing of records</li> <li>- Registers</li> </ul> <p>Reports : Types, Uses and interpretation</p> <ul style="list-style-type: none"> <li>- Design</li> <li>- Frequency of reporting</li> </ul> <p>MINOR AILMENTS</p> <ul style="list-style-type: none"> <li>- Classification</li> <li>- Early detection and management of minor ailments</li> <li>- Standing orders for the treatment of minor ailments</li> <li>- Purposes of standing orders</li> <li>- Care of wounds, dressing</li> </ul> | 6     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Illustration of Records and Reports</li> <li>- Demonstration of recording</li> <li>- Records during and after home visits</li> </ul> | Records and reports                     | Test paper   |
| IX       | Explain the meaning of minor ailments<br>Demonstrate basic skills in the management of minor ailments                                    | <p>MINOR AILMENTS</p> <ul style="list-style-type: none"> <li>- Classification</li> <li>- Early detection and management of minor ailments</li> <li>- Standing orders for the treatment of minor ailments</li> <li>- Purposes of standing orders</li> <li>- Care of wounds, dressing</li> </ul>  | 10    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration of preparation of Oral Rehydration Solution (ORS)</li> </ul>   | Community Health Bag<br>Standing Orders | Test paper<br>Return demonstration<br>Practical Test |



## COURSE PLAN

Hours :  
Theory : 100  
Clinical : 288 (6 wks)

COURSE TITLE : COMMUNITY HEALTH NURSING II  
COURSE DESCRIPTION : This course is designed to help students gain indepth knowledge of Community health & community health nursing services. On completion of this course, the students will be able to function at first level in various community health settings both in urban and rural areas.  
PLACEMENT OF THE COURSE : Third year  
GENERAL OBJECTIVES : As in General Guidelines

| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|---|---|-------|---|--|--|
| I        | The student is able to :<br>Describe the health system in India | HEALTH SYSTEM IN INDIA<br><br>Organisation and administration of health care delivery in India.<br>At central level<br>Union ministry<br>- Directorate General of Health Services<br>- Central council of health<br><br>At state level<br>- State Health Administration<br>- State Ministry of Health<br>- State Health Directorate<br>At the District level<br>- Sub Divisions<br>- Tehsils/Taluks<br>- Villages<br>- Municipalities and Corporation<br>- Community development blocks<br>- Panchayats | 10    | Lecture and discussion<br><br>Display of the Organisational chart of various levels<br><br>Visit to the<br>- Corporation office<br>- Municipality office<br>- Panchayat office<br>- Block development office<br>- Community health centre | Organisational charts<br><br>Guidelines for the visits | Evaluation of assignment on organisational charts<br><br>Observation visit report should be submitted for evaluation |

| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION                                     |
|----------|---|---|-------|---|---|--|
| II       | <p>The student is able to :</p> <p>Describe the health care services in India and discuss the role of the nurse in these services</p> | <p>HEALTH CARE DELIVERY SYSTEM</p> <ol style="list-style-type: none"> <li>Health care concepts and trends</li> <li>Health care services <ul style="list-style-type: none"> <li>Public sectoral <ul style="list-style-type: none"> <li>Rural</li> <li>Urban</li> </ul> </li> <li>Health insurance scheme</li> </ul> </li> <li>Other agencies <ul style="list-style-type: none"> <li>Private sector</li> <li>Indigenous system of medicine</li> <li>Voluntary health services</li> <li>National health programme</li> <li>Nurses' role in health care services</li> </ul> </li> </ol> | 8     | <p>Lecture and discussion</p> <p>Visit to different health care agencies</p> <p>Video show</p>  | Video tape on health care                             | Test Paper   |
| III      | Describe health planning in India   | <p>HEALTH PLANNING IN INDIA</p> <ol style="list-style-type: none"> <li>National health planning</li> <li>Five year plans</li> <li>Health committees and reports</li> <li>National health policy</li> </ol>  | 10    | <p>Lecture and discussion</p> <p>Analysis of the existing 5 year plans and reports</p>  |   | Test paper<br>Evaluation of the report on five year plan |
| IV       | Describe the different specialised community health services and the nurse's role in these services.                                  | <p>SPECIALISED COMMUNITY HEALTH SERVICES AND NURSE'S ROLE</p> <ol style="list-style-type: none"> <li>RCH (reproductive health and child care)</li> <li>School health services</li> <li>Occupational health nursing</li> <li>Geriatric nursing</li> <li>Care of handicapped – Physical, mental</li> <li>Rehabilitation nursing</li> </ol>  | 18    | <p>Lecture and discussion</p> <p>Participate in RCH clinics and school health programmes</p> <p>Observation visits to different agencies of specialised service and of public health importance</p> <ul style="list-style-type: none"> <li>School health programme</li> <li>Factory visit</li> <li>Old age home</li> <li>Homes for the handicapped</li> </ul> | <p>Guidelines for the visit</p> <p>Report writing</p> | Test paper<br>Report on the observation visits           |



| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|---|--|-------|--|---|---|
| V        | <p>The student is able to :</p> <p>Describe the major health problems in India and various national control and eradication programmes.</p> | <p>NURSE'S ROLE IN NATIONAL HEALTH PROGRAMMES</p> <p>A. Major health problems in India, control and eradication</p> <ul style="list-style-type: none"> <li>- Communicable diseases</li> <li>- Nutritional problems</li> <li>- Environmental sanitation problems</li> <li>- Population problems</li> <li>- Health care services problems</li> </ul> <p>B. National health programme</p> <p>C. Role of nurse in the health programmes</p>  | 16    | <p>Lecture cum discussion</p> <p>Quiz</p> <p>Visit to PHC</p> <p>Local family welfare clinic (NGO)</p>   | <p>Charts</p> <p>Models</p>                                       | <p>Test paper</p> <p>Report of observation visit</p>                    |
| VI       | <p>Explain the meaning of demography and describe the national family welfare programmes</p>  | <p>DEMOGRAPHY AND FAMILY WELFARE</p> <p>a) Demography</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Demographic trends in the world and in India</li> <li>- Concept of fertility and infertility</li> <li>- Small family norm</li> </ul> <p>b) Family welfare</p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Importance</li> <li>- Aims and objectives</li> <li>- Family planning methods (Review)</li> <li>- National family welfare policy</li> <li>- National family welfare programmes</li> <li>- Role of a nurse in the family planning programme</li> </ul> | 22    | <p>Lecture cum discussion</p> <p>Show and explain family planning devices</p> <p>Lecture cum discussion</p> <p>Assist in inserting intra uterine devices</p> | <p>Family planning devices</p>                                    | <p>Test paper</p> <p>Assignment</p> <p>Test paper</p> <p>Assignment</p> |
| VII      | <p>Describe the concept and functions of health team and appreciate the role of nursing personnel at various levels</p>                     | <p>HEALTH TEAM</p> <p>a. Health team</p> <ul style="list-style-type: none"> <li>- concept</li> <li>- composition</li> <li>- functions</li> </ul> <p>b. Role of nursing personnel at various levels</p> <ul style="list-style-type: none"> <li>- District public health nursing officer</li> <li>- Public health nurse</li> <li>- Lady health visitor/health supervisor</li> <li>- Multipurpose health worker</li> <li>- Male</li> <li>- Female</li> </ul>  | 8     | Lecture cum discussion   | <p>Charts on National set up of health team at District level</p> | Assignment  |

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS                             | METHOD OF EVALUATION                       |
|----------|--|---|-------|--|---|--|
| VIII     | <p>The student is able to :</p> <p>Explain the concept, uses and indices of vital statistics and appreciate the role of a nurse in maintaining vital statistics.</p> | <p>VITAL STATISTICS</p> <ul style="list-style-type: none"> <li>- concept</li> <li>- uses</li> <li>- sources</li> <li>- rates and indices</li> <li>- mode of presentation</li> <li>- role of a nurse</li> <li>- vital health record and their utility</li> </ul> | 8     | <p>Lecture cum discussion</p> <p>Calculation of rates</p> <p>Revision of the lessons</p> | <p>Charts of latest health statistics</p> | <p>Assignment</p> <p>Model examination</p> |



# UNIT PLAN

Hours : 16  
Teacher : X

COURSE TITLE  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

COMMUNITY HEALTH NURSING I  
V  
Family health nursing care  
Students understand Family Health Care and develop beginning skills in providing effective nursing care to families.

| COMPETENCIES<br>The student is able to :   | CONTENTS   | HOURS | METHOD OF<br>TEACHING                   | TEACHING - LEARNING<br>ACTIVITIES  | TEACHING<br>AIDS     | METHOD OF<br>EVALUATION      |
|--|--|-------|---|--|----------------------|------------------------------|
| Describe the basic concepts of family health care  | FAMILY HEALTH NURSING CARE<br>- Definition of family<br>- Characteristics of family<br>- Roles of the family<br>- Functions of the family<br>- Health tasks of the family  | 2     | Lecture cum discussion                  | - Visit families and learn structure and functions   | - Family folder      | - Quiz                       |
| Discuss the goals, objectives and principles of family health care                                 | - Goals of family health care<br>- Objectives of family health care<br>- Principles of family health care  | 1     | Lecture cum Discussion                  |  |                      |                              |
| Describe the family as a unit of health  | - Define family health<br>- Reasons for considering family as a unit of health<br>- Determinants of family health  | 1     | Lecture cum discussion                  |  |                      |                              |
| Demonstrate beginning skills in the application of nursing process in providing family health care | Family health and nursing process<br>- Individual health assessment<br>- Family health assessment<br>- Nursing diagnosis<br>- Planning<br>- Implementation<br>- Evaluation | 4     | Lecture cum discussion<br>Demonstration | Review nursing process<br>Return demonstration of assessments<br>Write a nursing care plan and provide care to the individual and family | Community health bag | Care plan and the care given |

| COMPETENCIES  | CONTENTS                                  | HOURS | METHOD OF TEACHING     | TEACHING - LEARNING ACTIVITIES                                    | TEACHING AIDS                            | METHOD OF EVALUATION |
|---|---|-------|------------------------|---|--|----------------------|
| The student is able to :  |   |       |                        |   |  |                      |
| Describe the family health services and role of the nurse                 | Family welfare services                   |       | Lecture cum discussion | Participate in RCH clinic activities and prepare the report (RCH) |  | Reports              |
| Assist the Doctor skillfully in the family welfare clinic.                | a. Maternal and child care                |       |                        |   |  |                      |
| Promote adoption of family welfare measures                               | - RCH services in India                   |       |                        |   |  |                      |
|   | - RCH problems                            |       |                        |   |  |                      |
|   | - Mother and child as one unit            |       |                        |   |  |                      |
|   | - Indication of RCH care                  |       |                        |   |  |                      |
|   | - Ante natal care                         |       |                        |   |  |                      |
|   | - Intra natal care                        |       |                        |   |  |                      |
|   | - Post natal care                         |       |                        |   |  |                      |
|   | - Administration of RCH services in India | 5     |                        | Show samples of different methods of family planning              | Charts<br>Models and live devices        | Question and Answer  |
|   | - Functions of the nurse in RCH services  |       |                        |   |  |                      |
|   | b. Family welfare services                |       |                        |   |  |                      |
|   | - Definition                              |       |                        |   |  |                      |
|   | - Methods of family planning:             |       |                        |   |  |                      |
|   | - Advantages                              |       |                        |   |  |                      |
|   | - Disadvantages                           |       |                        |   |  |                      |
|   | - National family welfare programme.      |       |                        |   |  |                      |
| List the functions of the community health nurse in family health service | Functions of community health nurses      | 2     | Lecture cum discussion | Discussion on job description                                     | Job description charts of Govt. of India | Test paper           |
| Describe the records used in providing family health services             | Family health records                     | 1     | Lecture cum discussion | Show samples of records<br>Prepare records                        | Records Registers                        | Test paper           |
|   | - Family folders                          |       |                        |   |  |                      |
|   | - Individual records                      |       |                        |   |  |                      |
|   | - Registers                               |       |                        |   |  |                      |
|   | - Patient related health card             |       |                        |   |  |                      |
|   | - Uses of records                         |       |                        |   |  |                      |



## CHAPTER - 22

# ENVIRONMENTAL HYGIENE

General Guidelines

Hours : 20

### 1. GENERAL OBJECTIVES

Upon completion of this course of study the student is able to:

- a. Describe the concept of health.
- b. Describe the principles of environmental health.
- c. Demonstrate skill to apply these principles in the nursing care of patients and in their own healthy living.
- d. Describe the environmental health hazards and health problems of the country and services available to meet them.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

For learning environmental health, the student needs to be helped to appreciate that a clean and safe environment is essential for the promotion and maintenance of personal and community health. Therefore the student needs opportunities for learning environmental factors which contribute to health and those which are health hazards and for learning how community health is organised to promote environmental health through services, laws and health education. The student should have opportunities for acquiring this learning in real life situations in the school, hostel, hospital and community.

### 3. TIME ALLOTTED

The minimum time allotted for this course is 20 hours.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that this subject should be placed early in the first year

and teaching is correlated with that of the basic sciences viz. Fundamentals of Nursing, Community Health Nursing and Personal Hygiene.

## **5. CLINICAL FACILITIES**

Areas which will offer suitable learning experiences in this subject include school premises, the inside and outside environment of the hostel and hospital, the wards, the community, sources of water in municipality and village and systems of sanitation.

## **6. TEACHING PERSONNEL**

This subject may be taught by Nursing tutors. Public health inspectors and public health nurses may also be invited to participate in teaching.

## **7. TEACHING FACILITIES**

In addition to a well equipped class room, access to the facilities of the student health clinic will be helpful for demonstration and practice. Models or other visual aids relating to environmental sanitation and equipment for demonstrating methods of purifying water will be useful. However this should not be a substitute for demonstrations in real situations. Suitable films and film strips are available for purchase or hire. Samples of cumulative health records should be available and all students should be issued with health cards to be maintained by them personally.

## **8. TEACHING METHODS**

Personal and environmental health should be taught as an integrated subject and not separately. The lecture cum discussion method may be used to teach some units with a provision of maximum participation of students. Arranging for observation visits, preceded by lectures, assigned reading or other suitable briefing followed by discussion is one of the best methods of teaching. Places suitable for demonstration are the local water works, food market, dairies and pasteurization plants, hospital and hostel compounds; urban and rural areas for demonstration of desirable and undesirable housing, sanitation and environmental conditions. These visits may be arranged through the local public health inspector and public health nurse.



The problem solving approach can also be used effectively in the teaching of this subject. Students can be presented with a family centred situation in the hospital/community and helped to recognise the personal and environmental health needs to discuss, devise and evaluate different methods of meeting them.

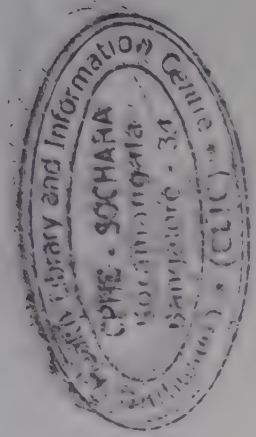
## COURSE PLAN

|                         |   |            |
|-------------------------|---|------------|
| COURSE TITLE            | : ENVIRONMENTAL HYGIENE   | Hours : 20 |
| COURSE DESCRIPTION      | : The course is designed to help the students to acquire a concept of health and understanding of the principles of environmental health and its relation to nursing in health and disease. |            |
| PLACEMENT OF THE COURSE | : Environmental Hygiene should be placed early in the first year  |            |
| GENERAL OBJECTIVES      | : As in General Guidelines  |            |

| UNIT No. | COMPETENCIES   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|--|--|-------|--|--|--|
| I        | The student is able to :<br>State the importance of environmental health and its relation to health and disease    | INTRODUCTION<br>- Components of environment<br>- Importance of Environmental health  | 2     | Lecture cum discussion   | Chart<br>Black board   | Question and Answer  |
| II       | List the environmental factors like water, air, waste disposal, housing etc. contributing to health or lack of it. | ENVIRONMENTAL FACTORS CONTRIBUTING TO HEALTH:<br><br>WATER<br>- Safe and wholesome water<br>- Uses of water<br>- Water pollution<br>- Water borne diseases<br>- Water purification<br><br>AIR<br>- Air pollution<br>- Prevention and control of air pollution<br><br>WASTE<br>- Refuse – hospital and home<br>- Excreta<br>- Sewage<br>- Health hazards of these<br>- Collection, removal and disposal of these wastes | 16    | Lecture cum discussion<br>Visit to water purification plant,<br><br>Lecture cum discussion<br>Visit to pollution detecting centre<br><br>Lecture cum discussion<br>Visit to sewage plant | Video tapes for all topics<br>Chalk board<br>OHP<br>Chart<br>Observation visit<br><br>Chalk board<br>OHP<br>Chart<br>Observation visit<br>Chalk board<br>OHP<br>Chart<br>Observation visit | Assignment<br>Report of visit<br><br>Objective type Test<br>Report of visit<br><br>Assignment<br>Quiz<br>Report of visit |



| UNIT No. | COMPETENCIES<br>The student is able to :                            | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|---|---|-------|---|--|---|
|          |   | <p>HOUSING</p> <ul style="list-style-type: none"> <li>- Site</li> <li>- Basic Amenities</li> <li>- Types and standard of ventilation</li> <li>- Requirements of good lighting</li> <li>- Natural and artificial lighting</li> </ul> <p>NOISE</p> <ul style="list-style-type: none"> <li>- source of noise</li> <li>- community noise levels</li> <li>- effects of noise</li> <li>- Noise control</li> </ul> <p>ARTHROPODS AFFECTING PUBLIC HEALTH</p> <ul style="list-style-type: none"> <li>- Mosquitoes, housefly, sand fly, human louse, rats, fleas, etc.</li> <li>- Rodents</li> <li>- Control measures for these arthropods.</li> </ul> |       | <p>Lecture cum discussion<br/>Project Work</p><br><p>Lecture cum discussion<br/>Brainstorming<br/>Panel discussion</p><br><p>Lecture cum discussion</p> | <p>Chalk board<br/>OHP<br/>Structured Discussion<br/>Project - models</p><br><p>Chart, OHP<br/>Chalk board<br/>Video tapes</p><br><p>Chart, OHP<br/>Chalk boards</p> | <p>Project</p><br><p>Reading notes</p><br><p>Short Test</p> |
| III      | Describe the community organisation to promote environmental health | <p>COMMUNITY ORGANISATION TO PROMOTE ENVIRONMENTAL HEALTH</p> <ul style="list-style-type: none"> <li>- Levels and types of agencies: National, State, Local government, voluntary, and social agencies</li> </ul>   | 2     | <p>Lecture cum discussion<br/>Guest Lecture<br/>Visit to VHAI, CHEB</p>   | <p>Chart<br/>Chalk board.</p>  | <p>Report of visit<br/>Comprehensive Test</p>               |



## UNIT PLAN

Hours : 16  
Teacher : X

COURSE TITLE : ENVIRONMENTAL HYGIENE  
UNIT No : II  
UNIT TITLE : Environmental factors contributing to health  
GENERAL OBJECTIVES : Upon the completion of this unit student will be able to describe environmental factors contributing to health.

| COMPETENCIES   | CONTENTS  | HOURS | METHOD OF TEACHING     | TEACHING - LEARNING ACTIVITIES                             | TEACHING AIDS                                    | METHOD OF EVALUATION                  |
|--|---|-------|------------------------|--|--|---------------------------------------|
| The student is able to:  |   |       |                        |  |  |                                       |
| Explain the importance of safe water in community health promotion               | ENVIRONMENTAL FACTORS CONTRIBUTING TO HEALTH:<br>WATER <ul style="list-style-type: none"> <li>- Safe and wholesome water</li> <li>- Uses of water</li> <li>- Water pollution</li> <li>- Water borne diseases</li> </ul>   | 6     | Lecture cum discussion | Class room discussion, visit to water purification plant   | Chalk board<br>OHP<br>Observation visit<br>Chart | Assignment<br>Quiz<br>Report of visit |
| Describe the concept of air pollution, prevention and control of air pollution   | AIR <ul style="list-style-type: none"> <li>- Air pollution</li> <li>- Prevention and control of air pollution</li> </ul> WASTE <ul style="list-style-type: none"> <li>- Refuse</li> <li>- Excreta</li> <li>- Sewage</li> <li>- Health hazards of these</li> <li>- Collection, removal and disposal of these wastes</li> </ul> | 1     | Lecture cum discussion | Class room discussion, visit to pollution detecting centre | Chalk board,<br>OHP, Chart<br>Observation visit  | Question and Answer                   |
| Specify the importance of safe waste disposal in maintenance of community health |   | 5     | Lecture cum discussion | Class room discussion, visit to sewage plant               | Chalk board<br>OHP<br>Chart<br>Observation visit | Assignment                            |



| COMPETENCIES  | CONTENTS  | HOURS | METHOD OF TEACHING     | TEACHING - LEARNING ACTIVITIES            | TEACHING AIDS                             | METHOD OF EVALUATION        |
|---|---|-------|------------------------|---|---|-----------------------------|
| The student is able to:   |   |       |                        |   |   |                             |
| State the significance of good housing and promotion of community health    | HOUSING <ul style="list-style-type: none"> <li>- Site</li> <li>- Basic Amenities</li> <li>- Types and standard of ventilation</li> <li>- Requirements of good lighting</li> <li>- Natural and artificial lighting</li> </ul>                      | 2     | Lecture cum Discussion | Class room discussion<br>Structured       | Chalk board<br>OHP<br>Model               | Chart and model competition |
| State the effect of noise control in community health                       | NOISE <ul style="list-style-type: none"> <li>- Sources of noise</li> <li>- Community noise levels</li> <li>- Effects of noise</li> <li>- Noise control</li> </ul>   | 1     | Lecture cum discussion | Class room discussion<br>Panel discussion | Chalk board<br>OHP<br>Chart<br>Video tape | Quiz                        |
| Apply the knowledge of Arthropods in prevention of disease in the community | ANTHROPODS AFFECTING PUBLIC HEALTH <ul style="list-style-type: none"> <li>- Mosquitoes, housefly, sand fly, human louse, rats, fleas, etc.</li> <li>- Rodents, bed bugs, cockroaches</li> <li>- Control measures for these arthropods.</li> </ul> | 1     | Lecture cum discussion | Class room discussion                     | Chart<br>Chalk board<br>OHP               | Unit test                   |

## Chapter – 23

# HEALTH EDUCATION AND COMMUNICATION SKILL

### General Guidelines

Hours : 20

#### 1. GENERAL OBJECTIVES

Upon completion of this course, the student is able to :

- a Describe the concept of health education, communication, AV aids and list health education agencies.
- b Identify and utilise opportunities for health education – planned and incidental.
- c Communicate effectively with peer groups, patients, teachers and health team members.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

The student needs to have an opportunity to acquire understanding of the concept, objectives, approaches and scope of health education. The student requires an elementary knowledge of principles and opportunities of health education. She should be helped to learn the process of change of health behaviours and role of the nurse as a health educator. She must have opportunities for learning how to teach and how to contribute to the knowledge of the public in health matters. Experience will be required for observing and giving planned and incidental health teaching in hospital and community.

The student needs to have opportunities for learning more about communication skills, utilising opportunities for maximum exchange of information and mutual understanding in observing, reporting, interviewing and listening. Student needs also to be encouraged for further study of language as fluency is a necessity in communication.

The student must be given opportunities to acquire understanding of different methods of health education and various types of audio visual aids. Opportunities should be provided for preparation and use of A V aids. Experience should be arranged to prepare plans for teaching and to include health teaching in all nursing care experiences in clinical and community areas. Student needs to learn about health education bureau/agencies at national, state, district and local levels.

#### 3. TIME ALLOTTED

The time allotted is 20 hours. The student should be encouraged to prepare different types of AV aids for all health teaching sessions.

#### 4. PLACEMENT IN THE CURRICULUM

This subject should be taught early in the first year of the GNM course. It should be correlated with fundamentals of nursing and community health nursing practice.



## **5. CLINICAL FACILITIES**

Hospital wards, out patient departments, clinics, health centres, schools and homes should be selected for practice of health teaching and communication techniques to provide suitable learning experience for the student.

## **6. TEACHING PERSONNEL**

This subject should be taught by a nursing tutor with good communication skill with experience in group dynamics and community health nursing. A good knowledge of the local language is a prerequisite to good teaching.

## **7. TEACHING FACILITIES**

In addition to classroom accommodation, the equipments commonly stocked in the community health nursing laboratory and A.V. aids room will be useful to teach this subject. In addition, facilities of the health centres, clinical placements and home visits will provide opportunities to observe and practise health education. Suitable films or filmstrips may be purchased or hired.

## **8. TEACHING METHODS**

Almost all methods of teaching should be used for this subject ensuring maximum amount of student participation. Lecture, discussion, demonstration, role play, observation visit, self activity and practical assignment should be included in teaching methods.

Lecture and discussion will be helpful to bring about the desired learning of theoretical component. Demonstration is necessary for incidental and planned health teaching, interview technique, and preparation and use of AV aids. Observation visits may be arranged to the local health education bureau. Role playing may be used to demonstrate effective communication and to teach the art of interviewing. Assignments on planned teaching may be given to individual students or group of students.

## COURSE PLAN

Hours 20

**COURSE TITLE**  
**COURSE DESCRIPTION**

**HEALTH EDUCATION AND COMMUNICATION SKILLS**

This course is designed to help the student acquire an understanding of the principles underlying health education in order to develop an ability to communicate effectively with patients, health team members and others

**PLACEMENT OF THE COURSE**  
**GENERAL OBJECTIVES**

This subject should be started early in the first year of GNM course so that students get enough experience As in General Guidelines

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES                           | TEACHING AIDS  | METHOD OF EVALUATION |
|----------|--|---|-------|--|--|----------------------|
| 1        | <p><b>The student is able to :</b></p> <p>State the aims and objectives, scope, levels, approaches and principles of health education</p> <p>Identify the opportunities for health education</p> | <p>INTRODUCTION</p> <p>Concept, definition, aims and objectives of health education</p> <p>Process of change/modification of health behaviour</p> <p>Opportunities for health education in hospital and community</p> <p>Scope of health education</p> <p>Levels and approaches of health education</p> <p>Principles of health education</p> | 2     | <p>Lecture cum discussion</p> <p>Video demonstration</p> | <p>OHP</p> <p>Chalk board</p> <p>Video cassettes</p> | Question and Answer  |



| UNIT No. | COMPETENCIES   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|--|--|-------|---|---|--|
| II       | <p>The student is able to :</p> <p>Describe the concept and different aspects of communication.</p> <p>Apply this knowledge in imparting health education to clients</p>   | <p>COMMUNICATION SKILLS</p> <p>Definition of communication</p> <p>Process of communication</p> <p>Purposes and importance of communication</p> <p>Barriers in communication and establishment of successful communication</p> <p>Types of communication</p> <p>Art of observing and listening in communication</p> <p>Nurses' role as health educators</p> | 6     | <p>Lecture cum discussion</p> <p>Role Play</p> <p>Video demonstration</p>   | <p>OHP</p> <p>Chalk board</p> <p>Video cassettes</p>            | <p>Question and Answer</p> <p>Unit test</p>  |
| III      | <p>Describe the methods of health education, types of AV aids and their advantages and disadvantages</p> <p>Demonstrate beginning skill in preparing different kinds of Audio-Visual Aids for health education</p> <p>Demonstrate beginning skills in imparting health education</p> | <p>METHODS AND MEDIA OF HEALTH EDUCATION</p> <p>Methods of health education</p> <p>Types of media (AV aids)</p> <p>Advantages and limitations of each</p> <p>Preparation and uses of different aids</p>  | 9     | <p>Lecture cum discussion</p> <p>Demonstration</p> <p>Assignment - preparation of different AV aids and model health teaching in class room setup</p> | <p>OHP</p> <p>Chalk board</p> <p>Different types of AV aids</p> | <p>Question and Answer</p> <p>Evaluation of assignment</p> <p>Model health teaching</p>                  |
| IV       | <p>Enumerate the functions of health education agencies at national, state and district levels.</p>  | <p>HEALTH EDUCATION AGENCIES</p> <p>National</p> <p>State</p> <p>District</p> <p>Local</p>   | 3     | <p>Lecture cum discussion</p> <p>Observation visit to a local health education bureau</p>   | <p>OHP</p> <p>Chalk board</p>                                   | <p>Question and Answer</p> <p>Report of observation visit</p> <p>Unit test</p> <p>Comprehensive test</p> |

## UNIT PLAN

Hours : 6  
Teacher : X

COURSE TITLE  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

HEALTH EDUCATION AND COMMUNICATION SKILLS

II Communication Skills

On completion of this unit, the student is able to identify the concept and different aspects of communication and apply this knowledge in imparting health education to clients in various settings.

| COMPETENCIES<br>The student is able to:                                       | CONTENTS  | HOURS | METHOD OF<br>TEACHING  | TEACHING -LEARNING<br>ACTIVITIES  | TEACHING AIDS  | METHOD OF<br>EVALUATION                     |
|---|---|-------|--|---|--|---|
| Define communication  | COMMUNICATION SKILLS  | 1     | Lecture cum<br>discussion  | Discussion on definition of<br>communication  | - OHP<br>- Chalk board   | Question and Answer                         |
| Discuss the purposes of<br>communication                                      | Definition of communication   |       | Lecture cum<br>discussion  | Discussion on purposes of<br>communication  | - OHP<br>- Chalk board   | Question and Answer                         |
| Describe the process of<br>communication                                      | Purposes and importance of<br>communication                                   |       | Lecture cum<br>discussion,<br>demonstration                      | Demonstration with help of slide<br>projector                                       | - OHP<br>- Chalk board   | Question and Answer                         |
| List barriers in<br>communication and<br>practise successful<br>communication | Process of communication  | 2     | Lecture cum<br>discussion,<br>video<br>demonstration             | Video demonstration on successful<br>communication                                  | - OHP<br>- Chalk board<br>- Slide<br>projector<br>- Video<br>cassette        | Question and Answer<br>Return demonstration |
| Explain the types of<br>communication   | Barriers in communication and<br>establishment of successful<br>communication |       | Lecture cum<br>discussion  | Discussion about types of<br>communication  | - OHP<br>- Chalk board<br>- Role play<br>articles                            | Question and Answer                         |
|   | Types of communication  | 1     | Lecture cum<br>discussion  | Role play on art of observation and<br>listening in communication.                  | - OHP<br>- Chalk board<br>- Flash cards<br>- Video<br>cassettes<br>- Posters | Question and Answer                         |
|   | Art of observing and listening<br>in communication                            | 1     | Lecture cum<br>discussion<br>Role play<br>Video<br>demonstration | Discussion about importance of<br>communication                                     |  |   |
|   | Nurses' role as health<br>educators   | 1     | Lecture cum<br>discussion  | Discussion on nurses' role as health<br>educator: assignment, poster<br>competition |  | Unit test, evaluation<br>of assignment      |



## CHAPTER – 24

### NUTRITION

#### General Guidelines

Hours : 30

#### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- Describe of the principles of nutrition and dietetics and its relationship to the human body in health and disease.
- Describe the foods in common use in health and disease and apply this knowledge in the promotion of health and in the care of the sick.
- Demonstrate skill in selection, preparation and preservation of food.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

In this basic course, all the learning experiences should aim at giving the student a sound foundation in normal nutrition, so that she will acquire a good understanding of the relationship between nutrition and health. Every effort should be made to relate her learning to daily living (including eating) practices not only of the student herself, but of the healthy families in the community. The student should also be helped to recognize opportunities to teach normal nutrition and good food habits while carrying out patient care.

The learning experiences in relation to diet therapy should give the student a concept of diet as a therapeutic agent. She should be introduced to the arrangement in the hospital for the provision of special diets, so that she has an understanding of the respective roles of the dietitian and the nurse. She should also learn how to prepare and serve food for invalids commonly used in India. She should also be given opportunities for learning about the nutritional programmes, nutrition education to the public, food preservation, preparation and storage of food items. The student should also be given sufficient experience in community nutrition, nutritional needs of different age groups and food hygiene.

#### 3. TIME ALLOTTED

The minimum time allotted in the syllabus is 30 hours, of which at least 15 hours should be laboratory sessions. As students will have knowledge of many aspects of this subject including some cooking practices, pre-testing of the student's knowledge should be carried out before starting the course to avoid needless teaching and allow the available time to be used to the best advantage.

#### 4. PLACEMENT IN THE CURRICULUM

This subject should be introduced early in the first year and correlated with physiology of the digestive system, elementary sociology and fundamentals of nursing. The introduction to diet therapy may be taught during the second six months of the first year.

#### 5. CLINICAL FACILITIES

The hospital wards and homes visited in the community can provide suitable learning experiences for the student. If there is a well-organized dietary service in the hospital, this may also be used to show how diets are prepared and how the food is delivered to the wards. Student may be assigned to such a service as part of their early experience in medical and surgical wards.

## **6. TEACHING PERSONNEL**

Where available, a dietitian or home economist should be invited to teach this subject. Alternatively a nursing tutor with good preparation in all aspects of nutrition may be made responsible for the teaching. When the teaching is carried out by a non nursing staff member, a nursing tutor should always assist in the planning and implementation unless the person teaching has particular ability in adapting this teaching to the needs of the nursing student.

## **7. TEACHING FACILITIES**

Classroom teaching will require good charts, examples and samples of appropriate foods and a selection of films, film strips or slides. The films may be hired from a number of sources. A well equipped nutrition laboratory is essential. The laboratory should have space for seating the number of students normally in one class (or group), with benches and heat-proof tables, sinks, running water and a cooking unit for every two students. If electric or gas stoves are used, the use of kerosene and charcoal stoves should also be demonstrated. The equipment should include a refrigerator, a minimum of three dietetic scales, an adequate supply of cooking vessels, serving dishes, pressure cookers, mixies, juicer, sieves, grinding stones, cutlery, crockery and table linen. There should be a budget for the purchase of food stuff for practicals.

## **8. TEACHING METHODS**

This subject lends itself to a variety of methods of teaching. Well illustrated lectures can be used for the introduction of new material, but demonstration, practical assignments, discussions and observation visits will provide more effective learning experiences for the large part of the course. Discussions may be held on the factors which influence the selection of food and planning of meals.

### **Demonstration and Practical work**

- Preparation of vegetables and fruits to preserve nutrients.
- Preparation and serving of selected beverages, cereals, pulses, green vegetables, eggs, milk, meat and protein rich supplements such as skimmed milk and Indian multipurpose food. e.g. Hyderabad mix.
- Methods of preserving and storing food.

### **Assignments for individuals or groups**

These may be given on such subjects as

- (a) Preparation of a budget for a family (this may be done in conjunction with the departments of sociology and economics) with details of their diet.
- (b) Preparation of suitable diets for families of different income groups and with different food habits.
- (c) Calculation by each student the value of her own food intake over a period of 24 hours or longer.
- (d) Analysis of the diet being taken by a local family (Information may be collected from a patient in a ward, from the outpatient department, or from a home in the community)
- (e) Preparation of a statement of foods available in the local market in different seasons, their food value and cost. (Market Survey)
- (f) Preparation of practical record book on nutrition.
- (g) Observation visits may be organised to the Hospital kitchen, Hostel kitchen, Kitchen garden Government nutrition programme centre and Local market.



# COURSE PLAN

Hours : 30

**COURSE TITLE** : NUTRITION  
**COURSE DESCRIPTION** : This course is designed to help students understand that nutrition is an integral component of health and that nutrients play a vital role in the body growth, development and maintenance.  
**PLACEMENT OF THE COURSE** : Nutrition should be introduced early in the first year  
**GENERAL OBJECTIVES** : As in General Guidelines

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|---|-------|---|---|---|
| I        | The student is able to :<br>Describe changing concepts in food habits and customs and relation of nutrition to health            | INTRODUCTION TO THE STUDY OF NUTRITION<br><ul style="list-style-type: none"> <li>- Changing concepts in food habits and customs</li> <li>- Relation of nutrition and health</li> </ul>  | 1     | - Lecture cum discussion  | OHP<br>Chalk board  | - Question and Answer   |
| II       | Illustrate various classifications of food according to origin, chemical composition, predominant functions and nutritive value. | CLASSIFICATION OF FOOD<br>Classification by origin:<br><ul style="list-style-type: none"> <li>- Food of animal origin</li> <li>- Food of vegetable origin</li> </ul> Classification by chemical composition:<br><ul style="list-style-type: none"> <li>- Proteins</li> <li>- Fats</li> <li>- Minerals</li> <li>- Carbohydrates</li> <li>- Vitamins and micronutrients</li> <li>- Water</li> </ul> Sources, Functions of each of the constituents and daily requirements and effects/symptoms of their deficiencies.<br><ul style="list-style-type: none"> <li>- Body building foods</li> <li>- Energy giving foods</li> <li>- Protective foods</li> <li>- Classification by nutritive value</li> <li>- Cereals and millets</li> <li>- Pulses (legumes)</li> </ul> | 8     | - Lecture cum discussion.<br>- Topic presentation<br>- Brain storming | - OHP<br>- Chalk board<br>- Pamphlets<br>- Specimens<br>- ICMR tables | - Assignment.<br>- Practical record book<br>- Unit test<br>- Quiz |

| UNIT No | COMPETENCIES   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION  |
|---------|--|--|-------|--|--|---|
|         | The student is able to   | <ul style="list-style-type: none"> <li>- Vegetables</li> <li>- Nuts and oil seeds</li> <li>- Fruits</li> <li>- Animal foods</li> <li>- Fats and oils</li> <li>- Sugar and jaggery</li> <li>- Condiments and spices.</li> <li>- Miscellaneous foods</li> </ul>  |       |  |  |   |
| III     | 5 Explain normal dietary requirements<br>Demonstrate skill in calculating normal food requirements                     | <b>NORMAL DIETARY REQUIREMENTS</b> <ul style="list-style-type: none"> <li>- The calorie</li> <li>- Nutritive value of food items and their measures used</li> <li>- Balanced diet</li> <li>- Method of calculating normal food requirements-influence of age, sex, occupation etc</li> <li>- Factors affecting selection and planning of meals</li> <li>- Budgeting for food</li> <li>- Low cost menu – planning</li> </ul>                        | 5     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> <li>- Preparation of low cost menu.</li> <li>- Market Survey</li> </ul>          | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalkboard</li> <li>- Chart</li> <li>- Pamphlets</li> <li>- Sample of a balanced diet</li> <li>- Pictures</li> </ul> | <ul style="list-style-type: none"> <li>- Return demonstration</li> <li>- Question and answer</li> <li>- Assignment</li> <li>- Practical record book</li> <li>- Unit test</li> </ul> |
| IV      | Explain the different methods of preparation, preservation and storage of food.<br>- Narrate the principles of cooking | <b>PREPARATION, PRESERVATION AND STORAGE OF FOOD</b> <ul style="list-style-type: none"> <li>- Principles of cooking</li> <li>- Method of food preparation and their effect on food and food constituents, advantages and limitations of each</li> <li>- Household methods of preserving and storing food</li> <li>- Commercially prepared food and its adulteration</li> <li>- Precaution in selection, preparation and storage of food</li> </ul> | 3     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Brainstorming</li> <li>- Topic presentation</li> <li>- Demonstration</li> </ul>                     | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chart</li> <li>- Chalk board</li> <li>- Pictures</li> <li>- Ingredients</li> </ul>                                   | <ul style="list-style-type: none"> <li>- Return demonstration</li> <li>- Assignments</li> <li>- Practical</li> <li>- Record book</li> <li>- Unit test</li> </ul>                    |
| V       | Discuss the importance of diet therapy<br>Enumerate the factors that determine the acceptance of diet by the patient   | <b>INTRODUCTION TO DIET THERAPY</b> <ul style="list-style-type: none"> <li>- Methods of modifying diet, in relation to:-</li> <li>- Caloric value, increasing and decreasing of constituents</li> <li>- Diet and the patient</li> <li>- Environmental, psychological and cultural factors in acceptance of diet by the patient (Food fads and fallacies)</li> </ul>  | 2     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Observation Visit to hospital kitchen</li> <li>- Assist in distribution of diets in ward</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Sample menu</li> </ul>  | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Unit test</li> </ul>   |



| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|--|---|-------|--|--|---|
|          |  | <ul style="list-style-type: none"> <li>- Serving of food</li> <li>- Feeding of helpless patients</li> <li>- Opportunities for teaching</li> </ul>   |       |  |  |   |
| VI       | <p>Narrate the concept of community nutrition</p> <p>Participate in organising a community nutrition programme</p> | <p><b>COMMUNITY NUTRITION</b></p> <ul style="list-style-type: none"> <li>- Concept of community nutrition</li> <li>- Nutritional needs for special groups, infants, children, pregnant women, lactating mothers, old people etc.</li> <li>- Nutrition education - needs and methods</li> <li>- Substitutes for non vegetarian food</li> <li>- Methods of improving an ill balanced diet.</li> <li>- Community nutrition programme</li> <li>- Food Hygiene and laws related to food.</li> </ul> <p><b>COMMON PREPARATIONS</b></p> <ul style="list-style-type: none"> <li>- Beverages -tea, coffee, barley water, fruit juice, shakes, lassi</li> <li>- Egg preparations-scrambled eggs, egg flip, omlette, poached egg</li> <li>- Soups - Tomato, bone, vegetable, liver etc.</li> <li>- Light diets - gruel kichri, daliya, kanji, boiled vegetable, salads, custard etc, (as per the regional preference)</li> </ul> | 4     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Participation in community nutrition programme</li> <li>- Brain storming</li> <li>- Topic presentation</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalkboard</li> <li>- Sample menu</li> </ul> | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Preparation of sample diet</li> <li>- Unit test</li> </ul>               |
| VII      | Demonstrate skill in preparation of common food items  |   | 7     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> </ul>  | <ul style="list-style-type: none"> <li>- Sample menu</li> </ul>                                      | <ul style="list-style-type: none"> <li>- Return demonstration</li> <li>- Practical record book</li> <li>- Comprehensive test</li> </ul> |

## UNIT PLAN

Hours : 5  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

NUTRITION

III

Normal dietary requirements

On completion of the unit the student is able to state what a balanced diet is, calculate nutritive value of foods, state nutrient sources and plan a balanced diet within the budget of an individual.

| COMPETENCIES<br>The student is able to                                  | CONTENTS  |   | METHOD OF<br>TEACHING   | TEACHING - LEARNING<br>ACTIVITIES        | TEACHING<br>AIDS                              | METHOD OF<br>EVALUATION                            |
|---|---|---|---|--|---|--|
| Define calorie  | NORMAL DIETARY<br>REQUIREMENTS<br>The calorie   | 1 | Lecture cum<br>discussion   | Class room discussion                    | Chalk board                                   | Question and Answer<br>Assignment<br>Chart display |
| Discuss the nutritive value of<br>food items and their<br>measures used | Nutritive value of food items<br>and their measures used                                      |   | Lecture cum<br>discussion   | Class room discussion                    | Chalk board<br>Pictures<br>OHP                |  |
| Describe a balanced diet  | Balanced diet   | 1 | Lecture cum<br>discussion<br>Demonstration and<br>preparation of<br>balanced diet | Preparation of a balanced diet           | Chart<br>Pictures<br>Flash card<br>Food items | Assignment<br>Return<br>demonstration              |
| Calculate normal food<br>requirement for different age<br>groups        | Methods of calculating normal<br>food requirements, influence of<br>age, sex, occupation etc. | 1 | Lecture cum<br>discussion<br>Demonstration<br>Topic<br>presentation               | Class room discussion                    | OHP<br>Chalk board                            | Assignment<br>Oral test                            |
| List the factors affecting<br>selection and planning of<br>meals        | Factors affecting selection and<br>planning of meals  |   | Lecture cum<br>discussion   | Class room discussion                    | OHP<br>Chalk board                            | Question and Answer                                |
| Describe the points to be<br>considered while budgeting<br>for food     | Budgeting for food  | 1 | Lecture cum<br>discussion<br>Brainstorming  | Classroom discussion                     | OHP<br>Chalk board                            | Assignment<br>Question and Answer                  |
| Explain the principles of low<br>cost menu planning                     | Low cost menu planning, its<br>effect on food and food<br>constituents                        | 1 | Lecture cum<br>discussion<br>Preparation of<br>sample menu                        | Preparation of a sample low cost<br>menu | Chart<br>Pictures<br>Food items<br>Flash card | Assignment<br>Unit test                            |



## CHAPTER – 25

### ENGLISH

#### General Guidelines

Hours : 30

#### 1. GENERAL OBJECTIVES

On completion of this course of study, the student is able to:

- a. Read and write correct English.
- b. Communicate effectively in English language.
- c. Demonstrate skill in writing and speaking of English language.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet the objectives the student must be given opportunities to acquire an understanding of elementary English grammar so that correct usage of sentences in speaking and writing can be practised. She must be helped to gain ability to comprehend what she reads or hears by giving exercises, video/audio tapes or written paragraphs. Story, essay and precis writing exercises also can be given to improve writing skills. Efforts should be made to improve vocabulary and spoken English by conversation and writing. Students should be given maximum encouragement to participate in all aspects of verbal/written communication.

#### 3. TIME ALLOTTED

The minimum number of hours recommended is 30. Additional time for this course may help the students to become more proficient in the language which will be very useful.

#### 4. PLACEMENT IN THE CURRICULUM

This subject should be taught in the first year so that they can understand lectures and reading material better right from the beginning of the course.

#### 5. CLINICAL FACILITIES

Class room, hostel and ward situation will facilitate learning experiences in this subject. The students' assignments can be used to help them recognise areas for correction and improvement. Encouragement to speak in English can be emphasised in school and hostel in a democratic way.

#### 6. TEACHING PERSONNEL

It is very important that English is taught by a person with a good background of the English language with an ability to adapt the teaching to the level and needs of the basic student in a practical way. It may be taught by a person from the field of education co-ordinated by a nursing tutor who can assist in follow up in school, clinical area and hostel.

#### 7. TEACHING FACILITIES

A classroom with the usual facilities is needed. Tape recorders, audio cassette players, audio cassettes, video cassettes and video cassette players will be helpful.

#### 8. TEACHING METHODS

Lecture cum discussion is probably the most effective method for teaching most of the components. Lectures should be well illustrated with examples relating to everyday life and especially to nursing. Selected audio/video tapes and paragraphs can be used to exercise and improve language efficiency.

## COURSE PLAN

Hours : 30

**COURSE TITLE**  
**COURSE DESCRIPTION**  
**PLACEMENT OF THE COURSE**  
**GENERAL OBJECTIVES**

**ENGLISH**  
 This course is designed to help the students to develop an ability to comprehend spoken and written English so that communication can be effective in the class room and clinical situations.  
 This subject should be taught in the first year of GNM  
 As in General Guidelines

| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES  | TEACHING AIDS   | METHODS OF EVALUATION                                   |
|----------|---|---|-------|---|---|---|
| I        | The student is able to:<br>Identify different parts of speech                             | Introduction to Grammar<br>- The sentence<br>- Different parts of speech in brief   | 6     | Discussion on different parts of speech with illustrations  | OHP<br>Video cassettes<br>Tape recorder,<br>Black board           | Quiz  |
| II       | Recognise correct usage, analysis, transformation and synthesis of sentences              | Composition<br>Analysis, transformation and synthesis of sentences<br>Correct usage of sentences<br>Reading comprehension exercises on prescribed short passages  | 8     | Discussion on correct usage of sentences supplemented with tape/video demonstration<br>Exercises and Assignment - transformation and synthesis of sentences | OHP<br>Video cassettes<br>Tape recorder<br>Black board            | Question and Answer<br>Evaluation of assignment.        |
| III      | Discuss different techniques of written composition and practise in day to day situations | Written composition<br>- Comprehension<br>- Precis writing, letter writing, note making, abstracting, summarising and drawing conclusions<br>- Essay writing<br>- Paragraph writing, story writing<br>Vocabulary<br>Conversation skills | 10    | Discussion using samples.<br>Exercises on how to write different compositions like precis, letter, essay etc.<br>Assignment                                 | OHP<br>Chalk board<br>Sample letter, essay, story etc.            | Question and Answer<br>Evaluation of assignment<br>Test |
| IV       | Use new vocabulary and demonstrate conversation skills                                    |   | 6     | Lecture cum discussion<br>Tape and video demonstration  | OHP<br>Chalk board<br>Video cassettes<br>Tape recorder and tapes. | Quiz<br>Comprehensive test                              |

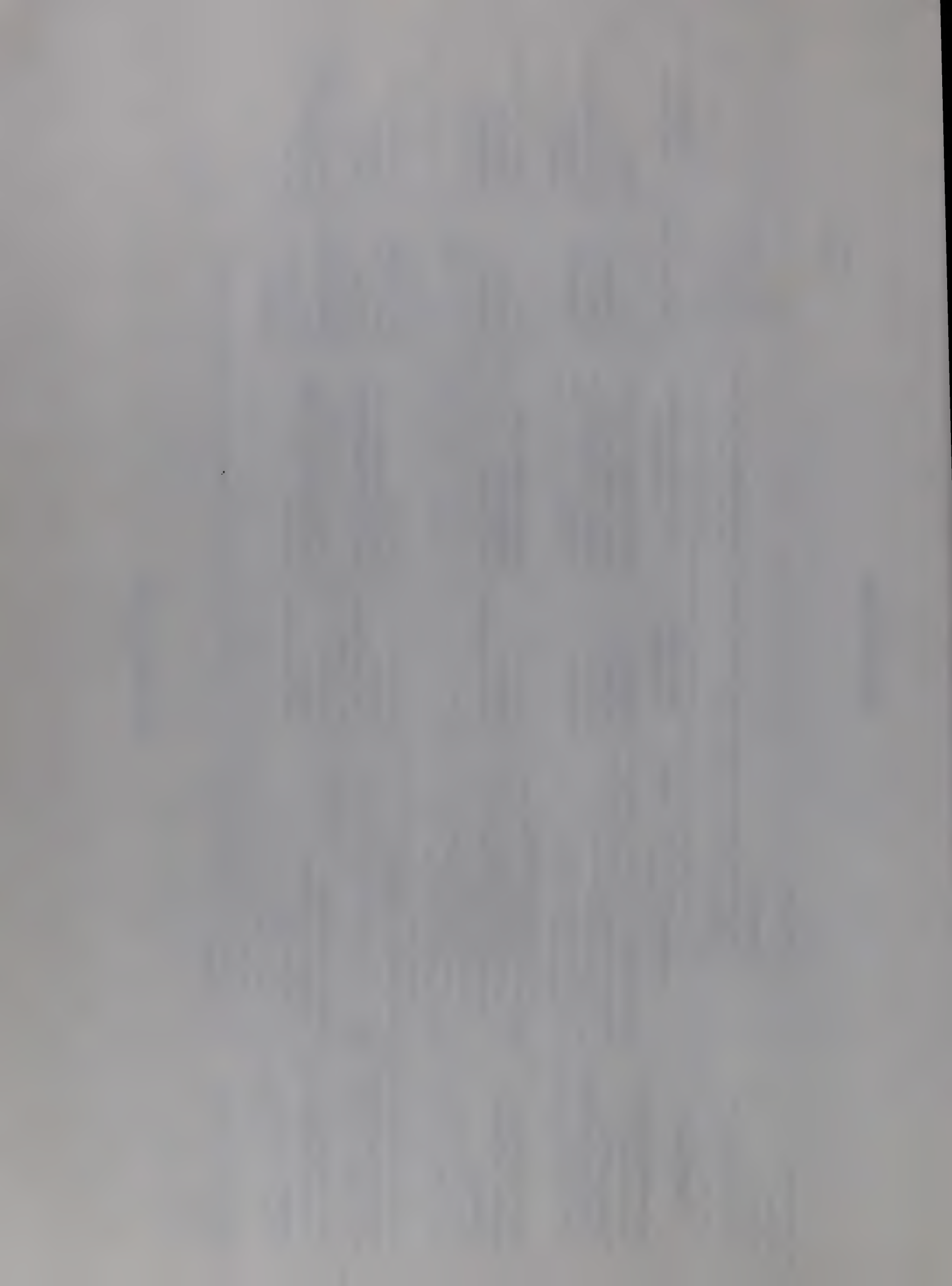


## UNIT PLAN

Hours : 8  
Teacher : X

COURSE TITLE : ENGLISH  
UNIT No : II  
UNIT TITLE : Composition  
GENERAL OBJECTIVES : The student is able to recognise correct usage, analysis, transformation and synthesis of sentences and use it in communication.

| COMPETENCIES   | CONTENTS  | HOURS | METHOD OF TEACHING   | TEACHING LEARNING- ACTIVITIES                                  | TEACHING AIDS  | METHODS OF EVALUATION                            |
|--|---|-------|--|--|--|--|
| <b>The students is able to:</b>                                |   |       |  |  |  |  |
| Demonstrate skill in analysing sentences                       | COMPOSITION<br>Analysis of sentences  | 1     | Lecture cum discussion   | Discussion regarding how to analyse sentences                  | OHP<br>Chalkboard                                    | Quiz   |
| Distinguish various methods of transformation                  | - Transformation of sentences from active to passive voice<br>- Direct to indirect narration  | 2     | Lecture cum discussion   | Discussion exercises and Assignment.                           | OHP<br>Chalk board                                   | Question and Answer<br>Evaluation of assignment  |
| Explain about various methods of synthesizing sentences        | Synthesis of sentences<br>- Combining two or more simple sentences into one new simple sentence<br>- Combining two or more simple sentences into a complex sentence | 3     | Lecture cum discussion<br>Video demonstration                  | Discussion exercises and assignments<br>Video cassettes        | OHP<br>Chalkboard<br>Cassettes                       | Question and Answer<br>Evaluation of assignment  |
| Recognise the correct usage of sentences by eliminating errors | Correct usage of sentences  | 1     | Lecture cum discussion<br>Video demonstration<br>Tape recorder | Discussion<br>Video demonstration<br>Exercises and assignments | Video cassette<br>OHP<br>Chalkboard<br>Tape recorder | Question and Answer<br>Evaluation of assignment  |
| Demonstrate skill in comprehending written passages            | Reading comprehension<br>- Exercise on prescribed short passages  | 1     | Lecture cum discussion<br>Video demonstration                  | Discussion<br>Video cassette exercises and assignment          | Video cassette<br>OHP<br>Chalk board<br>Passages     | Exercises, Evaluation of assignment<br>Unit test |





# CHAPTER – 26

## MEDICAL SURGICAL NURSING – I

### General Guidelines

Hours :  
Theory : 140  
Clinical : 414 (11½ wks)

#### 1. GENERAL OBJECTIVES

Upon completion of the course the student is able to:

- Describe the causes, signs and symptoms, treatment and prevention of medical surgical conditions
- Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
- Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

Medical Surgical Nursing with its various specialities represents the largest area of clinical experience in the curriculum and if the objectives of the teaching of this subject are to be met, students require many different kinds of learning experiences. In relation to each disease the student should be taught:

- Etiology, clinical features, treatment and common complications
- Diagnostic measures
- Pharmacological interventions
- Diet Therapy
- Nursing management including adaptations to home situation
- Social and preventive aspects
- Rehabilitation
- Scientific principles in nursing

The subject outline in the syllabus gives a guide to the minimum learning needed by the student and regulations recommend that the minimum period to be spent in the medical and surgical wards should be 414 hours (11½ weeks). The medical surgical nursing includes care of adult patients with common medical-surgical conditions. In the second year opportunities should be provided for the student to develop abilities to impart comprehensive nursing care for patients with common medical-surgical conditions.

#### 3. TIME ALLOTTED

The minimum number of hours recommended for formal planned instruction is 140 hours and practical experience is to be organised for 414 hours (11 ½ weeks).

#### 4. PLACEMENT IN THE CURRICULUM

The first block of clinical experience in medical and surgical nursing may be placed in second month of second year and correlated with the theory of medical surgical nursing and the basic sciences.

#### 5. CLINICAL FACILITIES

Clinical facilities which will provide opportunities for learning in this subject include general medical surgical wards, Geriatric wards, Neurology wards various Intensive Care Units, Dialysis Units and

other special departments like Emergency, Endocrinology, Radio diagnosis, clinical laboratory and physiotherapy

Students should be posted in pre-operative, intraoperative, postoperative and intensive care units to provide clinical experience in surgical nursing

Clinical posting – Area for Medical surgical nursing.

|                            |   |         |
|----------------------------|---|---------|
| Medical Ward               | - | 6 Wks   |
| Surgical Ward including OT | - | 5 ½ wks |

|            |   |         |
|------------|---|---------|
| Night Duty |   |         |
| Medical    | - | 2 Weeks |
| Surgical   | - | 2 Weeks |

## 6. TEACHING PERSONNEL

It is good to have a senior tutor with post graduation in Medical Surgical Nursing or Tutor with BSc Nursing with 4 years teaching experience for planning and coordinating this subject.

In implementing the teaching plan, the teachers may be assisted by other teachers from various fields of medical-surgical nursing. Nursing staff of concerned units, doctors, dietitians, physiotherapists, social workers and other appropriate specialists should be invited to take part in teaching specific diseases and to demonstrate different aspects of their treatment

## 7. TEACHING FACILITIES

For teaching of this subject a lecture hall having the capacity of accommodating a whole class and also smaller classrooms and conference rooms for group teaching will be required. Classrooms should have modern teaching facilities, green and white boards, OHP and other projected aids

The clinical areas offer the best teaching environment and facilities for this subject and should be used as much as possible. All the equipments commonly used in the nursing of medical and surgical patients should be available in sufficient quantity for demonstration and practice in wards.

## 8. TEACHING METHODS

There are several approaches to the teaching of medical surgical nursing, such as the nursing process approach, the chronological study of human development and discussion of diseases which occur in different age groups, the patient centred or situational approach or the more traditional method of studying each system separately. Whatever the approach whether one of these or any other, it is recommended that as far as possible the medical and surgical aspects of each condition should be considered as a whole and not taught in an unrelated manner. It is also important that the theoretical part of the teaching should be correlated with the clinical experience

The main methods of teaching are:

### Theory

- Lecture method
- Lecture cum discussion
- Project method
- Computer assisted instruction
- Quiz
- Panel discussion

### Practical

- Demonstration
- Clinical teaching
- Ward rounds
- Nursing clinics
- Care plan
- Case study
- Health education
- Drug file
- Observation visit



Printed formats have to be given to them for writing nursing assessment, care plan and case study Guidelines for these are given by the Indian Nursing Council

## **Approaches to Teaching**

### **1 Nursing process approach**

Students are to be oriented to the steps in nursing process

- Assessment
- Nursing diagnosis
- Planning
- Implementation
- Evaluation

Enough orientation and practical training should be given in assessing a patient or family and formulating nursing diagnosis. Students are to be encouraged to make nursing care plans for each patient or family in the clinical set up and to implement and evaluate the care.

### **2. Systems approach**

In this approach each system is taken up separately and the related diseases and conditions are studied. A variety of methods of teaching may be used to make the subject interesting and to facilitate learning. For example:

1. Lectures may be used to introduce new material and these may be illustrated by appropriate filmstrips, slides, diagrams and charts.
2. Demonstration may be used to teach related nursing procedures or the use of special equipments.
3. Clinics on selected patients may be conducted by doctors or nursing tutors.
4. Panel presentations of the various aspects of the care of patients with a particular disease or condition may be given by experts from different disciplines. For example, a chest physician, surgeon and public health nurse may each present papers on the care of a patient with tuberculosis or a physician, dietitian and ward sister on the care of a patient with gastric ulcer. A variation of this method may be used, asking groups of students to present the subject. For example, four students may be asked to present the care of an arthritic patient to the class. This presentation may be given as four papers, each on different aspect or, alternatively, one student may review the anatomical and physiological features of the conditions, using charts, blackboards or other visual aids. The second may present a brief paper on etiology. The third may bring a patient for a clinical demonstration and the fourth may discuss different methods of treatment and rehabilitation.
5. Nursing care studies by the students on selected patients currently being cared for may be prepared and presented to the class for discussion and evaluation. Other real or hypothetical situations may also be studied in the same way, the tutor distributing cyclostyled copies in advance.
6. Observation visits may be paid to many related units, centres or agencies. For example, students may visit blood banks when they are learning about blood diseases, dental clinics at the time they are learning about diseases of the mouth, family planning clinics when being taught about sterility and fertility. They may also visit national institutes for cancer for cancer and tuberculosis, and centres and schools for the blind, deaf and physically handicapped. Special departments and units in the hospital should also be fully utilized when they offer opportunities for teaching which are likely to be more effective than what can be provided in the class room
7. Problem – solving method should be used as much as possible, the student being presented with a nursing situation or problem and being helped to investigate it, to gather facts, to discuss

possible courses of action to select one course and to evaluate it. This approach can be used in lectures, clinics, nursing care studies and discussions.

### 3 Patient centred or situation approach

The patient-centred approach to teaching medical surgical nursing requires that the teaching staff select a number of patient situations, one or two from each of the main groups of diseases and conditions. The situations are then studied from every angle, with new material being added as the need arises. The main features of other conditions and diseases related to the patient situation being studied are also discussed, so that the whole subject is eventually covered.

The situations may be selected from amongst patients currently under treatment. They may be real case studies which have been written up or hypothetical patient situations written up by the staff in such a way that they cover all the essential learning which the student will need, to meet the objectives of the course.

The patient situations so written up should be cyclostyled, so that each student and all the participating staff may have copies. The essential information required in each situation includes the following:

1. The title of the situation – name of patient and diagnosis.
2. The outcomes expected from studying this situation (objectives)
3. The social and medical history of the patient, including his age, income, occupation, education, home conditions, children (number, sex and age) living conditions, history of present illness, and any other relevant information.
4. Details of his admission to hospital (where relevant) and the orders of the examining doctor, diagnostic tests, diet, drugs etc.
5. Results of tests; further orders.
6. A list of questions for study and discussion: These should be so framed to help the student acquire the desired learning.
7. Suggested references which may be used by the students in preparing for the classes.
8. A further list of situations very briefly stated, around which the teaching will centre when related diseases and conditions are discussed.

For this system of teaching, as for others, students need a good background in basic sciences. The actual study of the situation may take a little as two to three hours sessions or as much as a week or even more depending on the topic. It is more easily carried out when study days and teaching blocks are used, but can also be done in daily classes.

All methods of teaching can be used, such as lectures to present new material, questions for review related to anatomy and physiology, lecture demonstration for diet therapy, lectures for drug therapy, demonstrations for nursing procedures, clinics for demonstration of particular conditions and discussions for nursing care.

Tutors in the basic sciences, fundamentals of nursing, doctors, dietitians, physiotherapists and others may all be invited to participate.

The number of patient situations needed to teach the whole of medical-surgical nursing will depend on the way in which diseases are grouped. To begin with, the patient-centred approach may be introduced for one or two subjects, such as orthopaedic nursing or extended to include others. The writing up of hypothetical situations may be carried out as an activity of the curriculum committee over a period of a year or more until the number required to cover all aspects of medical – surgical nursing has been produced.



# COURSE PLAN

Hours :  
Theory : 140  
Clinical : 414 (11 ½ wks)

**COURSE TITLE** : MEDICAL SURGICAL NURSING 1  
**COURSE DESCRIPTION** : This course will help students to understand concepts of disease and the disease process. Students will be able to gain knowledge and develop understanding of various medical-surgical diseases and disorders and develop skill to give comprehensive nursing care to patients with these diseases.  
**PLACEMENT OF THE COURSE** : Medical Surgical Nursing I should be started at the beginning of the second year.  
**GENERAL OBJECTIVES** : As in General Guidelines

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|---|-------|---|---|---|
| I        | The student is able to :<br>Explain the history of modern medicine and Nursing<br>Prepare nursing care plan using nursing process                        | INTRODUCTION<br>- Brief history of evolution of modern medicine and nursing theories of illness, its causes<br>- Illness as Human experience.<br>Nursing Process and Nursing care plan  | 3     | Lecture cum discussion<br>Discussion on preparation of nursing care plan. | - Chalk board<br>- OHP<br>- Video tapes of history of nursing care plan<br>- Sample nursing care plan | - Question & Answer<br>- Nursing care plan for various nursing problems |
| II       | Perform health assessment & physical examination.<br>Demonstrate skill in conducting health assessment   | NURSING ASSESSMENT<br>- Health Assessment<br>- Physical examination<br>- General Clinical investigation   | 3     | Lecture<br>Demonstration  | - Videotapes  | - Assessment record on a given patient<br>- Return demonstration        |
| III      | Describe various types of diseases and general pathology in order to distinguish normal from abnormal<br>Identify stress and their influence on clients. | PATHO PHYSIOLOGICAL MECHANISM OF DISEASE<br>- Inflammation<br>- Stress adaptation<br>- Defence against injury.<br>- Nutritional consideration   | 2     | Lecture / Discussion<br>Topic presentation<br>Role play                   | - OHP<br>- Flow chart demonstrating the process of inflammation.<br>- Chalk board<br>- Flip charts    | - Question and Answer<br>- Assessment of presentation                   |
| IV       | Demonstrate skill in giving nursing care to patients undergoing immuno therapy   | ALTERED IMMUNE RESPONSE<br>- Review of Normal Immunity. Review Unit IV of microbiology<br>- Altered Immune response<br>- Hypersensitivity and Allergy<br>- Nursing management of Immuno therapy<br>- Auto Immune disease.<br>- Graft versus Host Disease. | 4     | Lecture / Discussion<br>Topic presentation                                | - Chalk board<br>- OHP  | - Question and Answer   |

| UNIT | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION  |
|------|---|--|-------|---|--|---|
| VI   | The student is able to :<br>List the sources of drugs<br>Explain the legal implications of administration of drugs.   | CLINICAL PHARMACOLOGY<br>- Terminology<br>- Drug and Law<br>- Basic Clinical pharmacology<br>- Source of drugs<br>- Different Pharmacological Preparations.<br>- Administration of medicine.<br>- Nursing implications of administration of drugs.   | 5     | Lecture / Discussion<br>Orientation to medical store for the assessment of storage of drugs.  | Flip cards<br>Leaflets   | Drug file<br>Quiz<br>Drug Presentation  |
|      |   | NURSES' ROLE IN MANAGEMENT OF FLUID, ELECTROLYTE AND ACID-BASE BALANCE<br>- Water contents of Body.<br>- Homeostasis<br>- Review mechanism controlling fluid and electrolyte movement<br>- Review regulation of fluid and electrolyte balance<br>- Fluid and electrolyte imbalance and their therapeutic management  | 3     | Lecture / Discussion<br>Demonstration of techniques of administration of fluids and electrolytes<br><br>Maintenance of intake output charts | I.V. fluids<br>Electrolytes<br>Chalkboard<br>OHP<br>Intake output charts   | Return demonstration<br><br>Unit Test   |
| VII  | Explain the concept of pain and list the types of pain<br>Display skill to assess the intensity of pain and to carry out nursing intervention for clients in pain | MANAGEMENT OF PATIENT IN PAIN<br>- Concept<br>- Assessment<br>- Types, Location<br>- Nursing Management.<br>- Analgesic Drugs  | 2     | Lecture cum discussion<br>Role play on different aspects of pain  | Chalk board, Pain assessment charts, OHP on anatomical and physiological bases of pain, location of pain, Display on dummy.                            | Submission of observation notes of patients suffering from diseases characterised by pain in medical and surgical wards |
| VIII | Demonstrate skill in preparing the client for surgery<br><br>Recognise the role of nurse during surgery   | MANAGEMENT OF PATIENT UNDERGOING SURGERY<br><br>Assessment of Pre-operative patient – physical, psycho - social and physiological aspects.<br>Nursing management of Pre-operative patient.<br><br>INTRA OPERATIVE MANAGEMENT<br><br>Surgical Team<br>Nursing activities in operation theatre<br>Anaesthesia - classification<br>Agents and role of nurse in Anaesthesia<br>POST OPERATIVE MANAGEMENT - IMMEDIATE AND ROUTINE | 6     | Lecture - Discussion<br>Demonstration / discussion on preparation of a client for elective surgery in a surgical unit.                      | Chalk board<br>OHP<br>Videotapes on nurses assessing clients.<br>Preoperative check list.<br>Different kinds of instruments<br>Video assisted teaching | Submit the assessment record of a preoperative patient<br>Procedure book  |
|      | Demonstrate skill in giving care to clients after surgery (Post – operative care)   |  |       |   |  |   |



| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION                          |
|----------|---|---|-------|---|--|---|
|          |   | <p>Transferring patient from operation theatre</p> <p>Patient in Recovery room.</p> <p>Recovery from Anesthesia</p> <p>Post operative Nursing management.</p> <p>Administration of post operative orders</p> <p>Post - Operative complications</p> <p>Observation, prevention and management.</p>   |       |   |  |   |
| IX       | <p>Describe physical set up of OT and types and uses of equipments.</p> <p>Identify the role of nurse in care of patients in the operation theatre.</p> <p>Demonstrate beginning skill in theatre techniques.</p> | <p>OPERATION THEATRE TECHNIQUE</p> <p>Physical Environment</p> <ul style="list-style-type: none"> <li>- operation theatre room - cleaning of tables, trolleys, lights and other equipments.</li> <li>- Pre-Operative holding areas.</li> </ul> <p>Theatre Technique</p> <p>Scrubbing - Handwashing</p> <p>Gowning</p> <p>Gloving.</p> <p>Positioning of patient for various surgical procedures.</p> <p>Preparation of Theatre equipment &amp; supplies.</p> <ul style="list-style-type: none"> <li>- Cleaning</li> <li>- Packing</li> <li>- Sterilization</li> <li>- Needles, Sutures....</li> </ul> <p>Types and their uses.</p> <ul style="list-style-type: none"> <li>- Role of nurse in care of patient in the theatre.</li> </ul> | 10    | <p>Lecture / Discussion</p> <ul style="list-style-type: none"> <li>- Demonstration of OT techniques-scrubbing, gowning, gloving, positioning</li> <li>- Demonstrate various positions</li> <li>- Showing instruments</li> <li>- Observation and practice</li> </ul> | <p>Articles for demonstration of OT techniques</p> <p>Assist in surgery</p> <p>Video tapes</p> <p>Video tapes</p> <p>Articles needed</p> | <p>Return demonstration</p> <p>Unit Test.</p> |

| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|---|---|-------|---|--|---|
| X        | <p>The student is able to :</p> <p>Explain the nursing management of clients with impaired respiratory function and gaseous exchange</p> <p>Demonstrate skill in providing nursing care to clients with disorders of respiratory system</p> | <p>NURSING MANAGEMENT OF PATIENT WITH IMPAIRED RESPIRATORY FUNCTION AND GASEOUS EXCHANGE</p> <p>Assesment of Respiratory function</p> <p>Management of patient with impaired respiratory function.</p> <p>Respiratory Intensive care.</p> <p>Management of patients with disorders of upper respiratory airway.</p> <p>Management of patients with disorders of the chest and lower respiratory tract</p> | 20    | <p>Lecture / Discussion</p> <p>Demonstration of various artificial respiratory devices.</p> <p>Care study presentation</p> <p>Posting in wards</p>  | <p>OHP</p> <p>Chalk board</p> <p>Models</p> <p>Charts</p> <p>Artificial respiratory devices</p> <p>Haemovac drainage</p> | <p>Submission of assessment record of a given patient.</p> <p>Nursing care plan.</p> <p>Nursing care study.</p> <p>Drug file</p> <p>Unit test</p> |
| XI       | <p>Enumerate the various digestive and gastro-intestinal disorders.</p> <p>Demonstrate skill in providing care for clients with gastro-intestinal disorders.</p>  | <p>NURSING MANAGEMENT OF PATIENTS WITH DIGESTIVE AND GASTRO - INTESTINAL DISORDERS.</p> <ul style="list-style-type: none"> <li>Assessment of Gastro – intestinal disorders.</li> <li>Management of Upper gastro intestinal disorders.</li> <li>Gastro - Intestinal intubation and special nutritional management.</li> <li>Management of patient with lower gastro - intestinal disorders.</li> </ul>     | 20    | <p>Lecture / Discussion</p> <p>Posting in gastro - enterology wards, endoscopy rooms.</p> <p>Radiology department</p> <p>Demonstration of Colostomy care</p> <p>Gastrostomy feeding</p> <p>Demonstration of colostomy kits.</p>   | <p>OHP</p> <p>Chalk board</p> <p>Models</p> <p>Colostomy appliances</p> <p>Gastro-intestinal tubes</p>                   | <p>Nursing care study</p> <p>Nursing care plan</p> <p>Drug file</p> <p>Return demonstration</p> <p>Unit Test.</p>                                 |
| II       | <p>Identify the role of the nurse in management of patients with metabolic and endocrinal disorders.</p> <p>Display skill in caring for the clients with metabolic and endocrinal disorders</p>   | <p>NURSING MANAGEMENT OF PATIENTS WITH METABOLIC AND ENDOCRINAL DISORDERS.</p> <ul style="list-style-type: none"> <li>Assessment of Hepatic and Biliary function.</li> <li>Hepatic and biliary disorders</li> <li>Assessment of Endocrinal function.</li> <li>Management of endocrinal disorders.</li> </ul>  | 15    | <p>Lecture / discussion</p> <p>Posting in endocrinology wards</p> <p>Health education on management of DM</p> <p>Care study presentation</p> <p>Exposure to diagnostic procedures</p> <p>Thyroid scan</p> <p>Cholecystography</p> | <p>OHP</p> <p>Charts</p> <p>Chalk board</p> <p>Flip chart</p> <p>Video tapes</p>   | <p>Nursing care plan</p> <p>Health education.</p>   |



| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|---|---|-------|--|--|---|
| XIII     | <p>The student is able to :</p> <ul style="list-style-type: none"> <li>List various renal and urinary disorders.</li> <li>Describe the management of clients with urinary and renal disorders.</li> <li>Display skill in giving care of client with urinary disorders.</li> </ul> | <p>NURSING MANAGEMENT OF PATIENTS WITH RENAL AND URINARY DISORDERS.</p> <ul style="list-style-type: none"> <li>- Assessment of Renal and urinary functions.</li> <li>- Management of patient with urinary and Renal disorders</li> <li>- Renal failure and dialysis</li> <li>- Renal transplant.</li> </ul>         | 10    | <p>Lecture / discussion Posting in Nephrology wards.</p> <p>Care study presentation Posting in Dialysis unit</p> <p>Posting in renal transplant unit.</p>  | <p>OHP</p> <p>Chalkboard</p> <p>Different types of artificial kidney Model</p> <ul style="list-style-type: none"> <li>- Dialysis</li> <li>- Video tapes</li> </ul> | <p>Nursing care plan</p> <p>Health education Unit Test.</p>   |
| XIV      | <p>Describe the nursing management of clients with neurological disorders and diseases.</p> <p>Demonstrate skill in giving nursing care to clients with neurological disorders and diseases.</p>  | <p>NURSING MANAGEMENT OF PATIENTS WITH NEUROLOGICAL DISORDERS AND DISEASES.</p> <ul style="list-style-type: none"> <li>- Assessment of Neurological function.</li> <li>- Management of patient with neurological dysfunction.</li> <li>- Management of patient with neurological disorders and diseases.</li> </ul> | 25    | <ul style="list-style-type: none"> <li>- Lecture / Discussion</li> <li>- Demonstration of reflexes and use of Glasgow coma Scale.</li> <li>- Care study presentation</li> <li>- Posting in neurology and neurosurgical wards.</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> <li>- Videotapes</li> </ul>  | <p>Nursing care plan</p> <p>Check list of reflexes and Glasgow coma scale</p>                         |
| XV       | <p>Explain the management of patients with connective tissue and collagen disorders.</p> <p>Provide care for clients with disorders of connective tissue and collagen</p>   | <p>NURSING MANAGEMENT OF PATIENTS WITH CONNECTIVE TISSUE AND COLLAGEN DISORDERS</p> <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Management of patients with disorders of connective tissue and collagen</li> </ul>   | 3     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Clinical posting</li> <li>- Care study presentation</li> </ul>  | <ul style="list-style-type: none"> <li>- Chalkboard</li> <li>- OHP</li> </ul>  | <ul style="list-style-type: none"> <li>- Nursing care plan</li> <li>- Question and Answer.</li> </ul> |
| XVI      | <ul style="list-style-type: none"> <li>- Identify the nurse's role in promoting wellness for elderly.</li> <li>- Demonstrate skill in providing nursing care for elderly clients</li> </ul>   | <p>NURSING MANAGEMENT OF THE ELDERLY</p> <ul style="list-style-type: none"> <li>- Assessment of elderly</li> <li>- Ageing process</li> <li>- Helping in promoting wellness and self care</li> <li>- Some conditions associated with ageing</li> </ul>   | 4     | <p>Lecture cum Discussion</p> <p>Visit to old age home.</p>  | <p>Chalk board</p> <p>Charts</p> <p>OHP</p> <p>Videotapes</p>  | <p>Reports of visit.</p> <p>Unit Test.</p>  |
| XVII     | <ul style="list-style-type: none"> <li>- Identify the role of nurses in medical - surgical emergencies and disasters</li> <li>- Demonstrate skill in meeting medical surgical emergencies.</li> <li>- Demonstrate skill in cardiopulmonary resuscitation</li> </ul>               | <p>EMERGENCY MANAGEMENT</p> <ul style="list-style-type: none"> <li>- Medical surgical emergencies</li> <li>- Natural calamities</li> <li>- Manmade disorders</li> <li>- Nurse's role in emergency and disaster</li> </ul>   | 5     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Posting in emergency care department.</li> <li>- Demonstration of CPR</li> <li>- Defibrillation</li> </ul>  | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Chart</li> <li>- Video tapes on CPR</li> <li>- Defibrillators.</li> </ul>                          | <p>Return demonstration</p> <p>Unit test.</p> <p>Final Test.</p>                                      |

## UNIT PLAN

Hours : 20  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

: MEDICAL SURGICAL NURSING 1

X

: Nursing Management of patient with impaired respiratory function and gaseous exchange

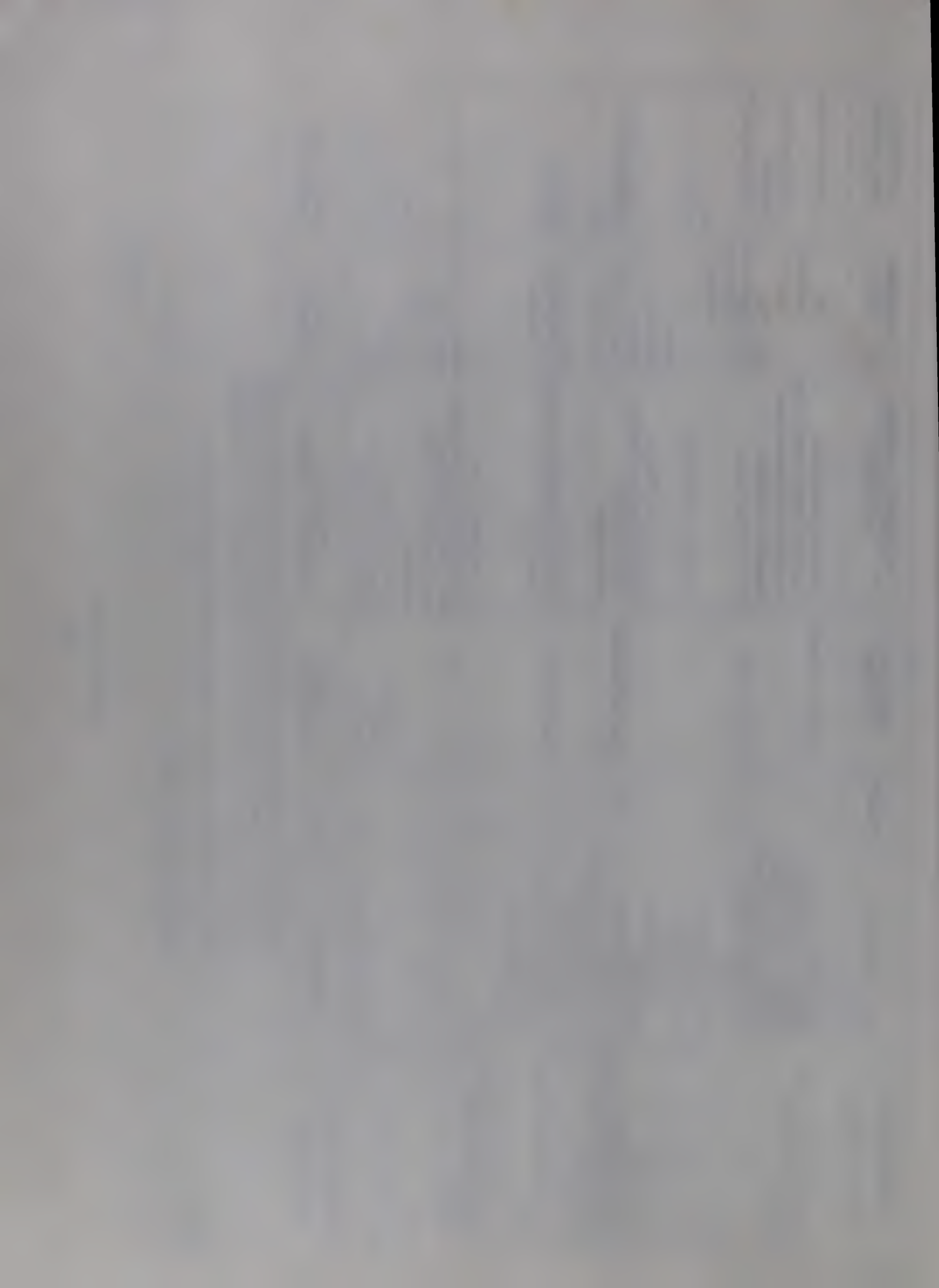
GENERAL OBJECTIVES

: On completion of the unit, the student is able to gain knowledge on nursing management of patients with impaired respiratory function and gaseous exchange, so that they apply this knowledge in providing comprehensive nursing care to patients with such conditions.

| COMPETENCIES  | CONTENTS   | HOURS | METHOD OF TEACHING                      | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION.   |
|---|--|-------|---|---|---|---|
| <b>The student is able to:</b>                                    |  |       |   |   |   |   |
| Demonstrate skill in assessment of respiratory function           | <p>NURSING MANAGEMENT OF PATIENT WITH IMPAIRED RESPIRATORY FUNCTION AND GASEOUS EXCHANGE.</p> <p>Assessment of respiratory function</p> <ul style="list-style-type: none"> <li>- History</li> <li>- Physical examination</li> <li>- Diagnostic measures</li> </ul> | 2     | Lecture cum discussion<br>Demonstration | Class room discussion<br>Demonstration: inspection, palpation, percussion, auscultation<br>Assign one patient in medical ward to assess respiratory function, posting in X-ray room and bronchoscopy room | Chalk Board<br>OHP<br>Diagram<br>Video tapes<br>Tray setting<br>Assessment format | Submit assessment record on a patient<br>Question and Answer. |
| Describe management of patient with impaired respiratory function | Management of patient with impaired respiratory function   | 2     | Lecture/Discussion                      | Class room discussion<br>Ward posting   | OHP<br>Chalk Board  | Question and Answer.  |
| Identify problems of patients in respiratory intensive care unit  | Care of patient in respiratory intensive care Ventilator care  | 2     | Lecture                                 | Posting in ICU  | Chalk Board<br>Transparencies<br>Artificial Respiratory devices                   | Return Demonstration  |
| Demonstrate skill in caring for patients in ventilator            | Management of patient with disorders of upper respiratory airway   |       |   | Assign one patient in ICU with acute respiratory problem<br>Demonstrate ventilator care   |   | Assignment Test   |
| Demonstrate skill in caring for patients with disorders of U.R.T. | <ul style="list-style-type: none"> <li>- Obstruction of upper airway</li> <li>- Epistaxis</li> <li>- Sinusitis</li> <li>- Pharyngitis</li> <li>- Tonsillitis</li> <li>- Laryngitis</li> <li>- DNS</li> </ul>   | 3     | Lecture/Discussion                      | Care study presentation<br>Role play  | Chalk board<br>OHP  |   |



| COMPETENCIES   | CONTENTS   | HOURS | METHOD OF TEACHING   | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION.   |
|--|--|-------|----------------------|---|---|---|
| The student is able to:  |  |       |                      |   |   |   |
| Demonstrate skill in caring for patients with chest disorders  | Management of patients with disorders of the chest and lower respiratory tract<br>- Lung abscess, Empyema<br>- Bronchial Asthma<br>- COPD<br>- Pneumothorax<br>- Pneumonia<br>- Bronchitis<br>- Bronchiectasis<br>- Trauma | 5     | Lecture / Discussion | Care study presentation<br>Posting in medical ward to care for patients with various lower respiratory disorders. | OHP<br>Chalkboard<br>Sample X-ray<br>Chest tubes<br>Water seal drainage | Question & Answer<br>Nursing care plan<br>Drug file<br>Nursing care study |
| Provide health education on prevention and control of Tuberculosis   | - Pulmonary TB<br>- Pulmonary-embolism<br>- Pulmonary edema<br>- Cancer: lung  | 3     | Lecture/Discussion   | Health education<br>Rehabilitation  |   | Health education.   |
| List the disorders of lung and pleura<br><br>Demonstrate skill in giving post operative care after surgery | Disorders of pleura and pleural space<br>Lung surgery  | 3     | Lecture              | Posting in operation theatre and thoracic ICU   | - Water seal Drainage   | Unit test.  |





**CHAPTER – 27**  
**MEDICAL SURGICAL NURSING – II**  
General Guidelines

Theory : 120  
Clinical : 414 (11½ wks)

**1. GENERAL OBJECTIVES**

Upon completion of this course the student is able to:

- a. Describe the causes, symptoms, signs, treatment and prevention of diseases classified under Medical surgical specialities.
- b. Demonstrate skill in carrying out nursing techniques and procedures with the application of scientific principles.
- c. Prepare nursing care plan using Nursing process and provide nursing care to patients with conditions related to Medical surgical specialities.

This course will help students to understand the concept of disease and disease process. Students will be able to gain knowledge and develop understanding of various medical, surgical disorders and diseases. They will be able to give comprehensive nursing care to patients with these diseases in respective specialities.

**2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES**

With the advancements in the field of medical sciences, it is required to expose the students in various medical and surgical specialities and to achieve these objectives, students require different kinds of learning experiences. In relation to each of the conditions or diseases the students should be taught the:

1. Etiology, pathophysiology, symptomatology, diagnostic tests, medical and nursing management.
2. Adaptation of nursing care to home situation and rehabilitation.
3. Social and preventive aspects.

Medical surgical nursing speciality consists of care of adult patients with special medical surgical conditions which include oncology, skin and V.D, Eye, ENT, cardiovascular, circulatory, haematological and musculo skeletal disorders, communicable diseases and emergency nursing.

Students need to be taught how to give comprehensive nursing care to patients in the speciality areas with complex medical surgical conditions more independently. Clinical posting should be given in the following areas:

Oncology  
Skin and V.D  
Eye, ENT  
Communicable diseases  
Musculoskeletal disorders  
Cardiovascular, Circulatory and haematological disorders.  
Plastic Surgery  
Emergency

**3. TIME ALLOTTED**

The minimum number of hours recommended for theory classes is 120 hours, to be distributed over various specialities.

The minimum clinical experience provided to students must be 11-1/2 weeks - 414 hours which is distributed over different specialities

#### **4. PLACEMENT IN THE CURRICULUM**

Theory and clinical experience related to medical surgical specialities should be placed in the second year and can be planned after exposure to general medical surgical experience.

#### **5. CLINICAL FACILITIES**

Clinical facilities which will provide opportunities for learning in this subject include Oncology, Cardiovascular, Ophthalmic, ENT, Communicable disease, Casualty, Skin and V.D departments and operation theatre for Eye, E.N.T and Plastic Surgery.

#### **6. TEACHING PERSONNEL**

A teacher with MSc Nursing in Medical surgical nursing should teach this subject. If not, a senior tutor with BSc Nursing and a good background in medical surgical nursing should be responsible for planning and co-ordinating this subject or this may be done by a small committee of two to three senior tutors. In implementing the teaching plan, the tutor may be assisted by teachers of other subjects like teachers who are teaching Fundamentals of Nursing, Community Health, basic sciences and by Sisters incharge of Departments and Wards. Doctors, dietitians, physiotherapists, social workers and other appropriate specialists should be invited to take part in the teaching of specific diseases and conditions and demonstrate different aspects of treatment. Teachers teaching Medical Surgical Nursing I and II should have frequent meetings to discuss and plan clinical teaching.

#### **7. TEACHING FACILITIES**

For the teaching of this subject a lecture hall capable of accommodating a whole class and also smaller class rooms and conference rooms for group teaching will be required. It is desirable that in the ward or other clinical experience areas there be small rooms accessible to the students, in which clinics, discussions, presentations and other methods of teaching may be carried out. The clinical areas offer the best teaching facilities for the subject and should be used as much as possible. All the equipments commonly used in the nursing of medical and surgical patients should be available in sufficient quantity for demonstration and practice in wards.

#### **8. TEACHING METHODS**

As discussed in the general guidelines of Medical Surgical Nursing I, there are several approaches to the teaching of medical surgical nursing and these include:

- Chronological study of human development and discussion of diseases which occur in different age groups
- Nursing Process Approach
- Patient centred or situation approach
- Systems approach

These are discussed in detail in the earlier chapter. The main methods of teaching can be:

- a. Lecture-cum-discussion
- b. Project method
- c. Quiz
- d. Panel discussion
- e. Demonstration
- f. Clinical teaching
- g. Ward rounds
- h. Nursing Clinics
- i. Care plans and care studies

Guidelines for writing care plans and care studies should be given to the students. General guidelines for some of these are given by Indian Nursing Council.



# COURSE PLAN

Hours :  
Theory : 120  
Clinical : 414 (11½ wks.)

**COURSE TITLE** : MEDICAL SURGICAL NURSING II  
**COURSE DESCRIPTION** : This course will help student understand concepts of disease and disease process. The student is able to gain knowledge and develop understanding of various medical surgical diseases. She will be able to give comprehensive nursing care to patients with these diseases.  
**PLACEMENT OF THE COURSE** : Medical Surgical Nursing II should be started in the beginning of the second year GNM so that students get enough experience for the application of the theory.  
**GENERAL OBJECTIVES** : As in General Guidelines

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|---|-------|--|---|---|
| 1        | <p>The student is able to :</p> <ul style="list-style-type: none"> <li>- Describe abnormal cell growth</li> <li>- Demonstrate skill in the nursing management of patients with abnormal cell growth</li> <li>- Describe the nurses role in early detection and prevention of cancer</li> <li>- Explain the nursing management of patients receiving chemotherapy, radiation and after radical surgery and bone marrow transplantation</li> <li>- Demonstrate skill in providing care to clients undergoing chemotherapy, radiotherapy, radical surgery and for terminally ill patients with cancer.</li> </ul> | <p>ONCOLOGY NURSING</p> <p>NURSING MANAGEMENT OF PATIENT WITH ABNORMAL CELL GROWTH</p> <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Problems and management</li> <li>- Classification of Cancer</li> <li>- Prevention and early detection</li> <li>- Treatment modalities.</li> </ul> <p>NURSING MANAGEMENT OF PATIENT RECEIVING:</p> <ul style="list-style-type: none"> <li>- Chemotherapy</li> <li>- Radiation</li> <li>- Late effects of chemotherapy and radiation</li> <li>- Nursing management of patient undergoing radical surgery.</li> <li>- Bone marrow transplant and management</li> <li>- Nursing management of terminally ill patients and hospital care.</li> </ul> | 15    | <p>Lecture/ Discussion.<br/>Topic presentation<br/>Posting to cancer hospital/unit<br/>Structured discussion<br/>Seminar</p>                             | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- OHP</li> <li>- Slides of abnormal cells</li> </ul>          | <ul style="list-style-type: none"> <li>- Question and Answer</li> </ul>   |
|          |  |   |       | <p>Posting in chemotherapy and radiotherapy unit</p> <p>Visit to palliative care unit/hospice<br/>Panel discussion<br/>Seminar<br/>Reverse isolation</p> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- OHP</li> <li>- Video tapes</li> <li>- Film strip</li> </ul> | <ul style="list-style-type: none"> <li>- Health education</li> <li>- Drug diary</li> <li>- Care plan</li> <li>- Care study</li> <li>- Report on visit</li> <li>- Unit test</li> </ul> |

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|---|--|-------|---|--|--|
| II       | The student is able to :<br>- List the diseases and disorders of male genitourinary tract<br>- Provide care for clients with disorders of genito-urinary tract (Male)   | NURSING MANAGEMENT OF PATIENTS WITH DISEASES OF MALE GENITO URINARY TRACT<br>- Assessment of Genito-urinary function<br>- Disorders of male genito-urinary tract and its management  | 5     | Lecture / Discussion<br>Posting in urology ward<br>Demonstration<br><br>Clinical teaching<br>Nursing care plan  | - Chalk board<br>- OHP<br>- Charts<br><br>- Flip chart   | - Question and Answer<br><br><br>- Unit Test   |
| III      | - Enumerate the disorders of breast and breast cancer.<br>- Demonstrate skill in giving nursing care to patients undergoing surgery for cancer of the breast.   | NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF BREAST<br>- Disorders of Breast and Breast cancer<br>- Management of patient undergoing surgery for breast cancer   | 3     | Lecture/discussion<br><br>Demonstration of BSE<br>Demonstration of post - mastectomy exercises  | - Chalk board<br>- OHP<br>- Chart and leaflets with picture of BSE<br>- Video tapes<br>- Prosthesis<br>- Care presentation | - Question and Answer<br>- Health Education<br>- Return demonstration<br>- Unit Test |
| IV       | List the various diseases and disorders of integumentary system.<br>- Recognise the role of nurses in the management of patients with diseases and disorders of integumentary system.<br>- Display skill in giving care to clients with integumentary disorders.                                      | NURSING MANAGEMENT OF PATIENT WITH DISEASES AND DISORDERS OF INTEGUMENTARY SYSTEM<br>- Assessment of skin<br>- Inflammatory and non inflammatory conditions and diseases.<br>- Infestations, infectious and noninfectious diseases.<br>- Skin cancer<br>- Special Dermatological Therapy   | 5     | Lecture/Discussion<br>Topic presentation<br>Clinical teaching   | - Flip chart<br><br>- Video Tapes<br><br>- Demonstration   | - Question and Answer<br>- Nursing care plan<br>- Assignment                         |
| V        | List the disorders and diseases of eye<br>- Demonstrate skill in giving care for patients with various eye diseases and disorders.<br>- Enumerate the nurse's role in National Programmes on Blindness and Trachoma.<br>- Describe nurses' role in grief counselling and motivation for eye donation. | OPHTHALMIC NURSING MANAGEMENT OF PATIENTS WITH DISORDERS AND DISEASES OF EYE<br>- Assessment of function of the eye.<br>- Diseases and disorders of eye<br>- Review national programmes on Blindness and Trachoma<br>- HOSPITAL CORNEA RETRIEVAL<br>- Grief counselling, eye collection in the hospitals<br>- Motivation for eye donation<br>- Transplantation of human organ bill and | 12    | Lecture/Discussion<br>Posting in ophthalmic unit and operating room<br>Role play on blindness<br>Simulation (on causes of blindness)<br>Visit school for the blind<br>Visit to eye bank<br>Lecture cum discussion<br>Guest lecture<br>Motivation of public for eye donation | - Chalkboard<br>- Models of eye<br>- OHP<br>- Pamphlets<br>- Posters<br>- Videotapes<br>- OHP<br>- Hand outs               | - Question and Answer<br>- Report of visit<br>- Unit Test                            |



| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|--|--|-------|---|---|---|
|          |  | <ul style="list-style-type: none"> <li>eye collection</li> <li>Obtaining consent for eye donation</li> <li>Eye banking in India</li> </ul>   |       |   |   |   |
| VI       | Explain the questions related to disorders and diseases of ear, nose and throat<br>Provide care for patients with various ENT problems.<br>Describe Nurse's role in prevention of deafness   | <p><b>NURSING MANAGEMENT OF PATIENTS WITH DISORDERS AND DISEASES OF EAR, NOSE AND THROAT</b></p> <ul style="list-style-type: none"> <li>Assessment of the function of ear, nose and throat.</li> <li>Disorders and diseases of the Ear, Nose and Throat</li> </ul>   | 15    | <ul style="list-style-type: none"> <li>Lecture/Discussion</li> <li>Topic presentation</li> <li>Posting in ENT wards and operating rooms</li> <li>Care study presentation</li> <li>Case presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Models of ear</li> <li>Chalk board</li> <li>OHP</li> </ul>   | <ul style="list-style-type: none"> <li>Question and Answer</li> <li>Nursing careplan</li> <li>Unit Test</li> </ul>  |
| VII      | Enumerate cardiovascular, circulatory and haematological disorders and diseases.<br><br>Display skill in carrying nursing interventions for clients with circulatory and haematological disorders and diseases                               | <p><b>NURSING MANAGEMENT OF PATIENTS WITH CARDIO-VASCULAR, CIRCULATORY AND HAEMATOLOGICAL DISORDERS</b></p> <ul style="list-style-type: none"> <li>Assessment of cardio-vascular function.</li> <li>Management of patients with cardio-vascular diseases.</li> <li>Management of patient in ICU</li> <li>Management of cardio-vascular surgery.</li> <li>Assessment and management of circulatory and haematological disorders and problems of peripheral circulation</li> </ul> | 28    | <ul style="list-style-type: none"> <li>Lecture/discussion</li> <li>Exposure to cardiac diagnostic procedures</li> <li>Care study presentation</li> <li>Clinical posting in ICU</li> <li>Demonstration of CPR</li> <li>Case presentation</li> <li>Haematological diagnostic procedure</li> </ul> | <ul style="list-style-type: none"> <li>Chalk board</li> <li>OHP</li> <li>Video tapes</li> <li>ECG rhythm strips</li> <li>Flip chart</li> <li>Manikin</li> <li>Blood slides</li> <li>Display of iron rich foods</li> <li>Charts</li> </ul> | <ul style="list-style-type: none"> <li>Assessment of record on a given patient.</li> <li>Nursing care plan</li> <li>Health education</li> <li>Return demonstration</li> <li>Objective structured clinical examination</li> <li>Unit test</li> </ul> |
| VIII     | Describe the nursing management of patients with communicable diseases.<br><br>Demonstrate skill in providing interventions for patients with communicable diseases.<br><br>Describe the nurses' role in prevention of communicable diseases | <p><b>NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES</b></p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Review of infection, how it spreads and its control</li> <li>Preparation, care and administration of antesera and vaccines</li> <li>Isolation ; Review of epidemiology and control measures.</li> </ul>   | 15    | <ul style="list-style-type: none"> <li>Lecture/ Discussion</li> <li>Role play</li> <li>Participate in immunization campaign.</li> <li>Visit to health centre to show cold chain system.</li> <li>Posting in isolation unit/Communicable disease hospital</li> <li>Debate</li> </ul>             | <ul style="list-style-type: none"> <li>Chalk board</li> <li>Posters</li> <li>Leaflets</li> <li>Video tapes</li> <li>OHP</li> <li>Show recent vaccines</li> </ul>  | <ul style="list-style-type: none"> <li>Question and Answer</li> <li>Question and Answer</li> <li>Report of visit</li> <li>Health Education</li> <li>Quiz</li> <li>Pre and post test on microbiology</li> </ul>                                      |

| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|---|---|-------|---|---|--|
|          |   | <ul style="list-style-type: none"> <li>Management of various infectious diseases</li> </ul> <p>Diseases caused by :</p> <p>Virus – Measles<br/>Chicken pox, influenza<br/>Small pox, Mumps<br/>Encephalitis, Infective Hepatitis<br/>Poliomyelitis<br/>Rabies, AIDS<br/>Bacteria – Diphtheria<br/>Whooping cough, Tetanus<br/>Typhoid, Dysentery<br/>Gastro- Enteritis<br/>Cholera, Meningococcal Meningitis<br/>Tuberculosis<br/>Zoonosis - Kala – azar<br/>Plague, relapsing fever<br/>Mosquito-Malaria<br/>Filaria, yellow fever, Dengue fever</p> <p>NURSING MANAGEMENT OF PATIENTS WITH SEXUALLY TRANSMITTED DISEASES</p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Sex health &amp; Hygiene</li> <li>Gonorrhoea, syphilis, Granuloma venerium, Chancroid granuloma, Inguinale and AIDS, Genital Herpes</li> </ul> <p>NURSING MANAGEMENT OF PATIENTS WITH MUSCULO-SKELETAL DISORDERS AND DISEASES</p> <p>Part A</p> <p>ASSESSMENT OF MUSCULO SKELETAL FUNCTION</p> <ul style="list-style-type: none"> <li>Disorders and diseases of bone, muscle, cartilage and ligaments.</li> </ul> |       | <ul style="list-style-type: none"> <li>Panel discussion</li> <li>Posting in communicable disease hospital</li> <li>Panel discussion</li> <li>Topic presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Flip chart</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz</li> <li>Unit Test</li> </ul>  |
| IX       | <ul style="list-style-type: none"> <li>Enumerate various sexually transmitted diseases.</li> <li>Identify the nurse's role in management and prevention of sexually transmitted diseases</li> </ul> |   | 4     | <ul style="list-style-type: none"> <li>Lecture/ discussion Role play, Posting in STD clinic</li> <li>Sex education in schools</li> </ul>  | <ul style="list-style-type: none"> <li>Chalk board</li> <li>Videotapes</li> <li>OHP</li> <li>Slides</li> <li>Posters</li> <li>Leaflets</li> </ul>   | <ul style="list-style-type: none"> <li>Question and Answer</li> <li>Health Education</li> <li>Unit Test</li> </ul> |
| X        | <ul style="list-style-type: none"> <li>List various disorders and diseases of musculo-skeletal system.</li> </ul>   |   | 15    | <ul style="list-style-type: none"> <li>Lecture/Discussion</li> <li>Posting in orthopaedic unit, Role play (Of patient with fracture and the special care)</li> <li>Posting in Orthopaedic O.T</li> <li>Posting in Physical Medicine and Rehabilitation centre/</li> </ul> | <ul style="list-style-type: none"> <li>Chalkboard</li> <li>OHP</li> <li>Prosthetics</li> <li>Traction equipments</li> <li>Splints</li> <li>Plaster of paris</li> <li>Video tapes</li> </ul> | <ul style="list-style-type: none"> <li>Question and Answer</li> <li>Nursing care plan</li> </ul>                   |



| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|---|--|-------|---|--|---|
|          | <p>The student is able to :</p> <ul style="list-style-type: none"> <li>- Display skill in providing nursing care for patient with diseases of musculo skeletal system.</li> <li>- Identify the nurses' role in rehabilitation of patients with musculoskeletal diseases and disorders.</li> </ul> | <ul style="list-style-type: none"> <li>- Rehabilitation, Physiotherapy and Occupational Therapy</li> </ul> <p>Part B<br/>PLASTIC SURGERY</p> <ul style="list-style-type: none"> <li>- Types and classification of burns</li> <li>- Burns and its management</li> </ul> |       | <p>Posting in physiotherapy department</p> <p>Demonstration of putting patient in skin traction.</p> <p>Crutch walking</p>  | <ul style="list-style-type: none"> <li>- Case presentation</li> </ul>  | <ul style="list-style-type: none"> <li>- Assignment</li> </ul>  |
|          | <ul style="list-style-type: none"> <li>- Define burns and describe its management.</li> <li>- Demonstrate skill in giving nursing care to client with burns</li> </ul>  |  |       | <p>Posting in Burns care unit</p> <p>Reading notes</p> <p>Posting in plastic surgery O.T</p>  | <ul style="list-style-type: none"> <li>- Case presentation</li> </ul>  | <ul style="list-style-type: none"> <li>- Reading notes</li> <li>- Unit Test</li> </ul>  |
| XI       | <ul style="list-style-type: none"> <li>- Identify the role of nurses in emergency and disasters.</li> <li>- Demonstrate beginning skill in managing the emergencies and disasters</li> </ul>  | <p>EMERGENCY AND DISASTER NURSING</p> <ul style="list-style-type: none"> <li>- Natural calamities</li> <li>- Man made disasters</li> <li>- Community resources available to meet such calamities</li> </ul>  | 3     | <p>Lecture/Discussion</p> <p>Role play</p> <p>Participate in campaigns in case of emergencies and disasters.</p> <p>Visit to local, national and international voluntary organizations</p> <p>Visit to sites of calamities, if any.</p> <p>Simulation exercises and drills.</p> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Video Tapes</li> <li>- OHP</li> <li>- Role play</li> </ul> | <ul style="list-style-type: none"> <li>- Question and Answer</li> <li>- Report of visit</li> <li>- Unit test</li> <li>- Comprehensive Test</li> </ul> |

## UNIT PLAN

Hours : 12  
Teacher : X

COURSE TITLE:  
UNIT No  
UNIT TITLE  
GENERAL OBJECTIVES

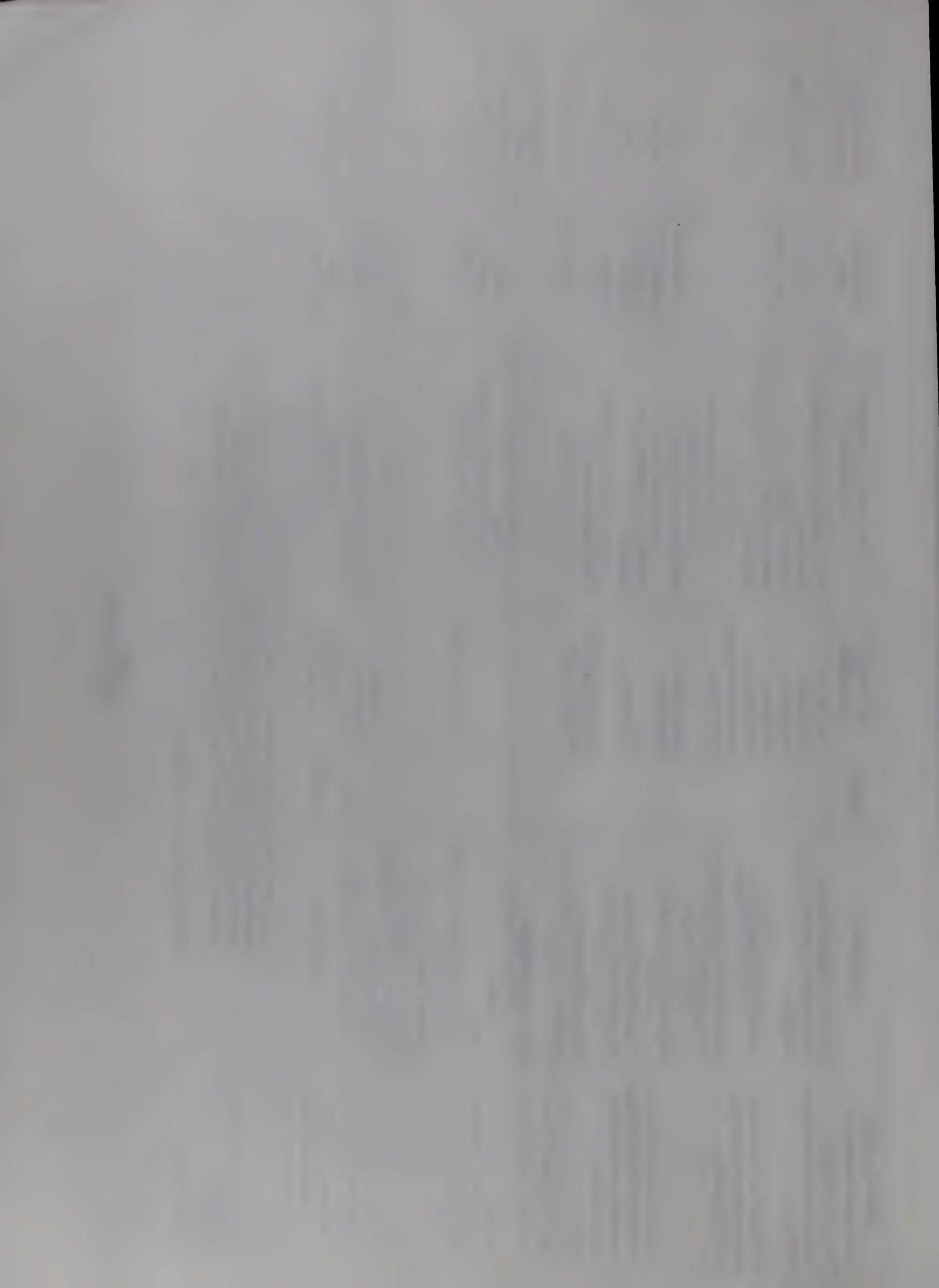
: MEDICAL SURGICAL NURSING II  
: V

Ophthalmic Nursing : Management of Patients with diseases and disorders of eye  
On completion of the unit, the student is able to acquire knowledge on nursing  
management of patients with diseases and disorders of eye, so that they apply this  
knowledge in providing comprehensive nursing care to patients with such conditions.

| COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | METHOD OF<br>TEACHING     | TEACHING - LEARNING<br>ACTIVITIES   | TEACHING<br>AIDS   | METHOD OF<br>EVALUATION  |
|---|---|-------|---------------------------|---|--|--|
| Review anatomy and<br>physiology of eye   | OPHTHALMIC NURSING :<br>MANAGEMENT OF<br>PATIENTS WITH DISEASES<br>AND DISORDERS OF EYE<br>Review of anatomy and<br>Physiology of eye   | 1     | Lecture cum<br>Discussion | Class room discussion   | - Chalk board<br>- Models of<br>eye  | Question and Answer  |
| Demonstrate skill in<br>assessment of functions of<br>the eye<br>Prepare the patient for and<br>assist in diagnostic tests    | Assessment of functions of the<br>eye<br>- History<br>- Physical examination<br>- Diagnostic tests  | 1     | Lecture/Discussion        | - Class room discussion<br>- Demonstration of testing of<br>vision<br>- Posting in ophthalmic hospital  | - Chalkboard<br>- Snellen's<br>chart   | - Objective<br>structured clinical<br>examination<br>- Return<br>demonstration |
| List the various disorders of<br>the eye.<br>Demonstrate skill in<br>providing nursing care for<br>patients with eye diseases | Diseases and disorders of eye.<br>- Conjunctivitis<br>- Stye, keratitis<br>- Blepharitis<br>- Dacryocystitis<br>- Glaucoma<br>- Cataract<br>- Retinal detachment<br>- Corneal lesions and<br>tumors<br>- Injury and haemorrhage<br>- Refractive Disorders | 7     | Lecture cum<br>Discussion | Class room discussion<br>Topic presentation<br>Posting in ophthalmic hospital<br>- OPD<br>- Preoperative wards<br>- Operation theatre<br>- Postoperative wards<br>- Care study presentation<br>- Drug study | - Chalk board<br>- Charts<br>- Posters<br>- Leaflets<br>- Flip chart<br>- Instruments<br>- Video tapes | - Nursing Care<br>plan<br>- Question and<br>Answer<br><br>- Drug file          |



| COMPETENCIES<br>The student is able to :                                  | CONTENTS   | HOURS | METHOD OF<br>TEACHING  | TEACHING - LEARNING<br>ACTIVITIES  | TEACHING<br>AIDS                         | METHOD OF<br>EVALUATION |
|---|--|-------|--|--|--|-------------------------|
| Discuss the nursing management of clients with blindness.                 | Blindness -Review National Programmes on blindness and trachoma.   | 3     | Lecture cum discussion<br>Role play on blindness<br>Simulation (on causes of blindness)<br>Video Tapes | Visit to voluntary organisation and Eye Bank.<br>Visit blind school<br>Health education on prevention of blindness | - Video Tapes                            | - Report of visits      |
| Participate in the National Programmes for blindness and its prevention   | Hospital cornea retrieval<br>Grief counselling/eye collection in the hospitals<br>Motivation for eye donation        |       | Lecture cum discussion<br>Guest lecture<br>Motivation of public for eye donation                       | Lecture<br>Motivation of public for eye donation<br>Street plays   | - Video<br>cassettes<br>OHP<br>Hand outs | - Unit Test             |
| Describe nurses role in grief counselling and motivation for eye donation | Transplantation of human organ bill and eye collection<br>Obtaining consent for eye donation<br>Eye banking in India |       |  |  |  |                         |





# CHAPTER – 28

## MENTAL HEALTH AND PSYCHIATRIC NURSING

General Guidelines

Hours :  
Theory : 70  
Clinical : 216 ( 6 wks.)

### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- a. Describe the concept of mental illness and the emerging trends in psychiatric nursing.
- b. Explain the causes and factors of mental illness, its prevention and control.
- c. Identify the symptoms and dynamics of abnormal human behaviour.
- d. Demonstrate a desirable attitude and skills in rendering comprehensive nursing care to the mentally ill.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet the above objectives the student needs to learn the changes which have taken place in the approaches towards the treatment and aftercare of the mentally ill. She will need to know the common causes, the classification of mental illnesses and to recognise early signs and symptoms. Opportunities must be provided which will help the student to appreciate the importance of relationships with the patient and of the therapeutic role of the nurse and other staff. All of these experiences should help her to develop a desirable attitude to mental illness and a genuine respect for persons who are no longer in harmony with themselves and/or their environment.

### 3. TIME ALLOTTED

The minimum number of hours recommended for formal planned instruction is 70 hrs. in theory and 216 hrs. (6 wks) in clinicals.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that this subject be placed in the second year of GNM course.

### 5. CLINICAL FACILITIES

Psychiatric and mental health hospitals, Psychiatric units in General Hospitals, outpatients clinics, Psychiatric day centres, recreational centres and occupational centres can offer useful experiences when the students are posted for their clinical experiences. The general medical and surgical wards, the obstetric and children's ward and casualty offer opportunities to incorporate the mental health and psychiatric nursing knowledge and principles while giving quality care to the patients.

### 6. TEACHING PERSONNEL

It is desirable for the teaching to be done by a tutor holding M.Sc in Psychiatric nursing with adequate experience in Psychiatric nursing or Basic or Post Basic B.Sc Nursing with diploma in Psychiatric nursing and with a minimum of two years of experience in this field. Classes by doctors specialised in psychiatry may also be planned

## **7. TEACHING FACILITIES**

A well equipped classroom with facilities for the use of common Audio-Visual aids is useful. A number of suitable films and modern library books and journals for references may be used to gain current knowledge about this field. General and speciality hospitals managing the mentally ill and community mental health centres also provide practical orientation to the students.

## **8. TEACHING METHODS**

The teaching methods that could be used in this field are:

Theory . Lecture cum discussion, group discussion and group interaction, project method, computer assisted instruction, panel discussion. .

Practical . Demonstration, clinical teaching, ward rounds, nursing clinics, care plan, care study, process recording, mental status examination, health education, drug file, role play, observational visits, recreational programmes and family visits in community. Printed formats have to be given for writing nursing care plan, care study, process recording and mental status examination.

Students should be encouraged to observe and to relate to these observations and incidents from their own clinical experiences in the wards or in the community, for discussion by the group. All the teaching and clinical experience should inculcate in the student desirable attitudes towards the mentally ill.



# COURSE PLAN

**COURSE TITLE** : MENTAL HEALTH & PSYCHIATRIC NURSING  
**COURSE DESCRIPTION** : This course is designed to help students to develop the concept of mental illness, its causes, symptoms, prevention, treatment modalities and nursing management of the mentally ill.  
**PLACEMENT OF THE COURSE** : Mental health and Psychiatric Nursing must be started at the beginning of the second year.  
**GENERAL OBJECTIVES** : As in General Guidelines

**Hours :**  
**Theory : 70**  
**Clinical : 216 (6 ws)**

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|---|--|-------|---|---|---|
| I        | The student is able to :<br>Describe the concept of mental health and mental illness in relation to providing comprehensive care to the patients. | INTRODUCTION<br>- Meaning of mental health and mental illness<br>- Definitions of Psychiatric terms<br>- Review of mental mechanisms (ego mechanism)<br>- Review of personality and types of personality   | 3     | - Lecture cum discussion<br>- Structured discussion<br>- Group interaction<br>- Observation of patients.                      | - Chalk board<br>- OHP<br>- Patient assignment          | - Question and Answer<br>- Assignment                             |
| II       | Narrate the historical development of Psychiatry and psychiatric nursing in India and at international level                                      | HISTORY OF PSYCHIATRY<br>- Contributors to Psychiatry<br>- History of Psychiatric Nursing<br>- Trends in Psychiatric Nursing-  | 2     | - Lecture cum discussion.<br>- Group projects and discussion.<br>- Observation  | - Video<br>- Tape<br>- Recorder<br>- Observation visits | - Question and Answer<br>- Report                                 |
| III      | Describe the importance of mental health assessment in providing comprehensive nursing care to patients.  | MENTAL HEALTH ASSESSMENT<br>- Psychiatric history taking<br>- Interview technique and mental status examination  | 5     | - Patient assessment (MSE)<br>- Group discussion and interactions<br>- Demonstration  | - Chalk board<br>- Printed formats<br>- Hand outs       | - Assignment  |
| IV       | Narrate the concept of preventive community mental health services  | COMMUNITY MENTAL HEALTH<br>- Concept, importance, scope<br>- Attitudes and misconceptions towards mentally ill<br>- Prevention of mental illness (Preventive Psychiatry) during childhood, adolescent, adulthood and old age<br>- Community Mental Health services<br>- Role of Nurse in Psychiatric care in community | 5     | - Lecture cum discussion<br>- Observation<br>- Structured discussion<br>- Group interaction<br>- Role play<br>- Reading notes | - Chalk board<br>- Visits<br>- Cards<br>- Dramatisation | - Report<br>- Question and Answer<br>- Test<br>- Assignment       |
| V        | Apply the concept of Nursing process in providing comprehensive nursing care to the mentally ill patients   | PSYCHIATRIC NURSING MANAGEMENT<br>- Definition of psychiatric nursing.<br>- Principles of psychiatric nursing<br>- Pathophysiology of human behaviour<br>- Nursing process   | 8     | - Lecture cum discussion<br>- Nursing rounds<br>- Care plan<br>- Care study   | - Chalk board<br>- Printed format<br>- Check list       | - Anecdotal record<br>- Test<br>- Assignment<br>- Process records |

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|---|--|-------|--|--|---|
|          | The student is able to :  |  |       |  |  |   |
| VI       | <p>List various mental disorders and describe their medical and nursing management</p> <p>Demonstrate skill in nursing management of patients with various mental disorders</p> | <ul style="list-style-type: none"> <li>- Role of nurse in providing psychiatric nursing care</li> <li>- Therapeutic Nurse - Patient relationship</li> <li>- Communication skills</li> </ul> <p><b>MENTAL DISORDERS AND NURSING INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>- Aetiology of various etiological theories (Genetics, biochemical, psychological, etc)</li> <li>- Classification of mental disorders</li> <li>- Organic mental disorder-Acute brain syndrome (Delirium)</li> <li>- Chronic brain syndrome (Dementia)</li> <li>- Schizophrenic disorders-history, aetiology, types, signs and symptoms, prognostic factors, medical and nursing management</li> <li>- Mood (Affective) disorder-history, prevalence, signs and symptoms</li> <li>- Major depressive disorders</li> <li>- Manic episodes</li> <li>- Special problems in management, medical treatment and nursing management</li> <li>- Anxiety states-phobic disorders, obsessive compulsive disorder, depressive neurosis conversion disorder (conversion type), Dissociative reaction, Hypochondriasis ( Somatoform disorder), Psychosomatic disorder, Personal disorder, Alcohol and other psychoactive substance abuse, Medical and Nursing management-definition, aetiology, levels, management and nursing interventions.</li> </ul> <p><b>BIO-PSYCHOSOCIAL THERAPIES</b></p> <p><b>Psychopharmacology :</b></p> <ul style="list-style-type: none"> <li>- Definition, classification of drugs, antipsychotic, antidepressant, antimanic, antianxiety agents</li> </ul> | 20    | <ul style="list-style-type: none"> <li>- Psychological games</li> <li>- Process recording</li> <li>- Mental status examination (review)</li> <li>- Lecture cum discussion</li> <li>- Nursing rounds</li> <li>- Care study</li> <li>- Process recording</li> <li>- Mental status examination</li> <li>- Observation</li> <li>- Clinical posting and patient assignment</li> </ul> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Printed formats</li> <li>- Check list</li> <li>- Visits</li> </ul> | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Report</li> <li>- Clinical assignment</li> <li>- Test</li> </ul> |
| VII      | Recognise the role of the nurse in various Bio-psychosocial therapies   |  | 17    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Seminar</li> <li>- Drug file</li> <li>- Patient care</li> <li>- Group interaction</li> <li>- Observation</li> <li>- Clinical posting</li> </ul>   | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- OHP</li> <li>- Printed formats</li> <li>- Video</li> </ul>         | <ul style="list-style-type: none"> <li>- Question and Answer</li> <li>- Assignment</li> <li>- Reports</li> </ul>                |



| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|--|---|-------|---|--|---|
|          |  | <ul style="list-style-type: none"> <li>- Role of Nurse in Psychopharmacology</li> <li>- Psychosocial therapies :               <ul style="list-style-type: none"> <li>- Definition of Psychosocial therapies.</li> <li>- Types of therapies-Individual, group therapy, behaviour therapy, occupational therapy, Interpersonal therapy and other psychosocial therapies</li> <li>- Role of Nurse in these therapies</li> </ul> </li> <li>- Somatic therapy :               <ul style="list-style-type: none"> <li>- History, technique of Electro Convulsive Therapy (ECT), mode of action, indication, contraindication and role of nurse before, during and after Electro Convulsive Therapy, Insulin shock</li> </ul> </li> </ul> |       | <ul style="list-style-type: none"> <li>- Psychological games</li> <li>- Placement in ECT room</li> </ul>  |  | <ul style="list-style-type: none"> <li>- Test</li> </ul>  |
| VIII     | Describe the legal aspects to be kept in mind in the care of mentally ill patients   | FORENSIC PSYCHIATRY / LEGAL ASPECTS <ul style="list-style-type: none"> <li>- Legal responsibilities in the care of mentally sick patients, Procedure for admission and discharge from mental hospital, leave of absence, standards of psychiatric nursing.</li> <li>- Indian Lunatic Act 1912.</li> <li>- Mental Health Act 1987</li> <li>- Narcotic Drugs and Psychotropic Act 1965</li> </ul>   | 4     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Panel discussion</li> <li>- Observation</li> <li>- Admission-discharge procedure</li> <li>- Seminar</li> </ul> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Printed formats</li> <li>- Visits</li> <li>- OHP</li> <li>- Video</li> </ul> | <ul style="list-style-type: none"> <li>- Assignment Report</li> <li>- Test</li> </ul>                               |
| IX       | Explain different psychiatric emergencies in relation to their management in clinical setup<br><br>Demonstrate beginning skills in crisis intervention | PSYCHIATRIC EMERGENCIES AND CRISIS INTERVENTION <ul style="list-style-type: none"> <li>- Over active patient</li> <li>- Under active patient</li> <li>- Suicidal patients</li> <li>- AIDS</li> <li>- Adolescent crisis</li> <li>- Psychosis</li> </ul>  | 6     | <ul style="list-style-type: none"> <li>- Seminar</li> <li>- Group discussion</li> <li>- Care plan</li> <li>- Observation</li> <li>- Process recording</li> </ul>                          | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Printed formats</li> <li>- OHP</li> <li>- Visits</li> </ul>                  | <ul style="list-style-type: none"> <li>- Test</li> <li>- Assignment Report</li> <li>- Comprehensive Test</li> </ul> |

# UNIT PLAN

Hours 8  
Teacher X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

MENTAL HEALTH & PSYCHIATRIC NURSING

V

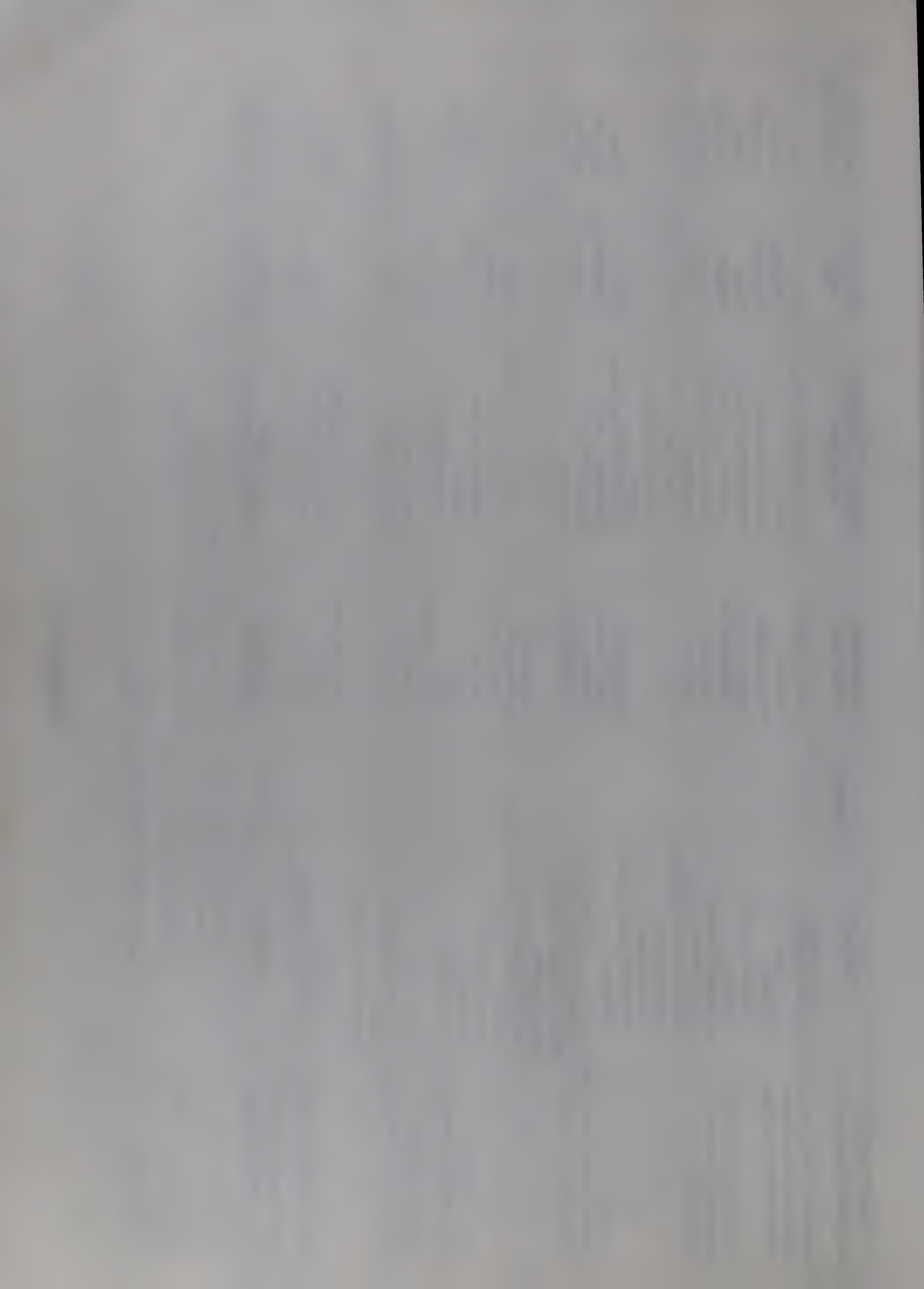
Psychiatric nursing management

On completion of the unit, the student is able to elucidate the definition, principles and process of psychiatric nursing and demonstrate skill in therapeutic nurse patient relationship and effective communication while giving quality care to the patient.

| COMPETENCIES<br>The student is able to :                                | CONTENTS  | HOURS | METHOD OF<br>TEACHING  | TEACHING - LEARNING<br>ACTIVITIES  | TEACHING<br>AIDS   | METHOD OF<br>EVALUATION   |
|---|---|-------|--|--|--|---|
| Define Psychiatric nursing  | PSYCHIATRIC NURSING<br>MANAGEMENT   | 1     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>- Teacher explains</li> <li>- Orientation to different units of psychiatry ward</li> </ul>  | <ul style="list-style-type: none"> <li>- Chalkboard</li> <li>- OHP</li> </ul>  | <ul style="list-style-type: none"> <li>- Question and Answer</li> <li>- Report</li> </ul>                           |
| Enumerate the principles of psychiatric nursing                         | Definition of psychiatric nursing<br>Principles of psychiatric nursing  | 1     | <ul style="list-style-type: none"> <li>- Structured discussion</li> <li>- Group discussion</li> </ul>  | <ul style="list-style-type: none"> <li>- Group interacts</li> <li>- Teacher explains</li> </ul>  | <ul style="list-style-type: none"> <li>- Card</li> <li>- OHP</li> </ul>  | <ul style="list-style-type: none"> <li>- Assignment</li> </ul>  |
| Apply nursing process in the care of patients                           | Nursing Process<br>Assessment<br>Nursing Diagnosis<br>Planning<br>Implementation<br>Evaluation  | 2     | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Care plan</li> <li>- Process recording</li> <li>- Mental status examination</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher explains with diagrams</li> <li>- Observation of video</li> </ul>   | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Video</li> <li>- Tray setting</li> <li>- Printed format</li> </ul> | <ul style="list-style-type: none"> <li>- Test</li> <li>- Assignment</li> <li>- Reports</li> </ul>                   |
| Describe the nurses' role in providing nursing care to the mentally ill | Role of the nurse in giving quality care to the mentally ill  | 1     | <ul style="list-style-type: none"> <li>- Role play</li> <li>- Psychodrama</li> <li>- Group discussion</li> <li>- Observational visit</li> </ul>                          | <ul style="list-style-type: none"> <li>- Dramatizes</li> <li>- Visit to: <ul style="list-style-type: none"> <li>Psychiatric hospital</li> <li>Community mental health centers</li> <li>Child psychiatric unit</li> <li>Old age home</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Costumes for the play</li> <li>- Chalk board</li> <li>- Format</li> </ul>         | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Reports</li> </ul>                                   |
| Demonstrate skill in maintaining therapeutic nurse-patient relationship | Therapeutic nurse-patient relationship<br><ul style="list-style-type: none"> <li>- Definition</li> <li>- Components and principles</li> <li>- Importance</li> <li>- Advantages and disadvantages</li> </ul> | 1     | <ul style="list-style-type: none"> <li>- Role play</li> <li>- Structured discussion</li> <li>- Clinical postings</li> <li>- Nursing rounds</li> </ul>                    | <ul style="list-style-type: none"> <li>- Dramatizes</li> <li>- Class room interaction</li> <li>- Postings in ICU, open ward and closed ward</li> </ul>   | <ul style="list-style-type: none"> <li>- Costumes and stage setting</li> <li>- OHP</li> <li>- Printed formats</li> </ul>   | <ul style="list-style-type: none"> <li>- Anecdotal record</li> <li>- Clinical evaluation</li> <li>- Test</li> </ul> |



| COMPETENCIES<br>The student is able to :  | CONTENTS   | HOURS | METHOD OF<br>TEACHING   | TEACHING - LEARNING<br>ACTIVITIES   | TEACHING<br>AIDS   | METHOD OF<br>EVALUATION  |
|---|--|-------|---|---|--|--|
| Demonstrate skill in the use of effective communication in nurse-patient relationship | <ul style="list-style-type: none"> <li>Communication skill</li> <li>Definition</li> <li>Elements</li> <li>Types</li> <li>Factors influencing communication</li> <li>Barriers to communication</li> <li>Advantages and disadvantages</li> <li>Pathophysiology of human behaviour</li> </ul> | 1     | <ul style="list-style-type: none"> <li>Panel discussion</li> <li>Role play</li> <li>Psychological games</li> <li>Process recording</li> </ul> | <ul style="list-style-type: none"> <li>Group interaction in class room</li> <li>Posting in open and closed wards</li> </ul> | <ul style="list-style-type: none"> <li>OHP</li> <li>Costumes for role play</li> <li>Printed formats</li> </ul> | <ul style="list-style-type: none"> <li>Test</li> <li>Clinical evaluation</li> <li>Project</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Disorders of thought, motor activity, perception, mood, speech, memory, concentration, judgement</li> </ul>   | 1     | <ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Role play</li> <li>Group discussion</li> </ul>                         | <ul style="list-style-type: none"> <li>Group interaction</li> <li>Dramatizes</li> <li>Clinical Posting</li> </ul>           | <ul style="list-style-type: none"> <li>OHP</li> <li>Costumes</li> </ul>  | <ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Unit Test</li> </ul>             |





## CHAPTER – 29

# COMPUTER EDUCATION IN NURSING

### General Guidelines

Hours : 30

#### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- a. Describe the basic disc operating system.
- b. Use computer for data processing.
- c. Use computer for word processing and graphics.
- d. Use computer in patient management system.
- e. Use E-mail and Internet.

This course is designed with the hope that nurses in the third millennium will be able to function in any set up of health care delivery system in India with the expanded knowledge and skills in keeping with "High tech and High touch" trends as they live in the fast developing systems with advanced science and technology.

#### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

The students should be given opportunities for learning the basics in an equipped computer laboratory. A guide is provided on what she or he must learn in the subject with specific objectives. Each individual student is given close supervision with the practical sessions on each topic in this course.

These practical experiences will enable the students to understand the demand of utilization of the computers in their learning activities, tutorials and in the preparation for examinations using documentation system in nursing practice.

#### 3. TIME ALLOTTED

The period allotted to complete this course is 30 hrs. During this period, the students learn the theory on computer education for 10 hrs. which is immediately followed by the appropriate practical sessions for 20 hrs. in the computer laboratory.

#### 4. PLACEMENT IN THE CURRICULUM

This course is placed during the 2<sup>nd</sup> year of diploma in nursing, so that the students learn the subject matter with appropriate clinical demands such as obtaining patient data from computerized hospital information system and other related departments to give effective patient care.

#### 5. CLINICAL FACILITIES

A well equipped computer laboratory should be available for providing practical experience in computer science for students. Suitable clinical areas may be selected for integrating theoretical knowledge in computer by providing clinical experience in the areas where nurses are involved in using computers, eg. In intensive care units, medical records departments, pharmacy etc.

## **6. TEACHING PERSONNEL**

All the planned learning experiences in this course are to be selected and organised by a Computer Scientist/ Nursing Tutor/ Statistician who is specialized in computer education and well versed in operating varieties of computer systems.

## **7. TEACHING FACILITIES**

Teaching of this course requires classroom accommodation in the nursing school or in the computer laboratory with a few computers and printers.

## **8. TEACHING METHODS**

This course may be taught by lecture, demonstration, discussion, visits to various departments in the hospital eg. Medical Records Dept, Pharmacy, Administrative offices etc. Students may be prepared to maintain records of their daily practicals to facilitate evaluation of their learning experiences.



# COURSE PLAN

Hours :30

COURSE TITLE : COMPUTER EDUCATION IN NURSING

COURSE DESCRIPTION :

This course is designed to help students gain basic understanding of computers in order to utilize this in rendering effective nursing care in various settings.

PLACEMENT OF THE COURSE : Second year

GENERAL OBJECTIVES : As in General Guidelines

| UNIT No. | COMPETENCIES   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION                 |
|----------|--|--|-------|---|---|--------------------------------------|
| I        | The student is able to :<br>Describe the structure and purpose of computers and disk operating systems | INTRODUCTION TO COMPUTERS AND DISK OPERATING SYSTEM<br>- Definition of computer Classification<br>- Structure of computer<br>- Binary code system<br>- Disk operating system               | 3     | - Students draw the parts of computer. Label parts, Practical work on Binary code system. Operate computer devices such as key board, mouse, CD ROMs and Floppies | - Charts<br>- Computer<br>- Diagrams<br>- Floppies<br>- Compact discs | - Evaluation of practical work, Viva |
| II       | Explain word processing and use of computers for word processing                                       | INTRODUCTION TO WORD PROCESSING<br>- Programming languages<br>- Characteristics and application<br>- Speed, storage<br>- Accuracy, diligence<br>- Versatility and communication processing | 3     | - Create file, directory, edit, copy, rename, change directory and delete   | - Computer  | - Evaluation of practical work, Viva |
| III      | Describe what is a database  | INTRODUCTION TO DATA BASE<br>Data base creation, retrieval and report generation   | 3     | Students learn to enter the data and retrieve the data  | - Computer  | - Evaluation of practical work, Viva |
| IV       | Explain about spread sheet graphics and demonstrate the use of statistical packages                    | LOTUS AND GRAPHICS AND USE OF STATISTICAL PACKAGES.<br>Software types, Spread sheet, Statistical packages; Feeding the data, Plotting a graph, Viewing a graph                             | 4     | Visit to areas: Medical records library, Accounts department, Pharmacy department. Students feed data and plot graph  | - Computer  | - Practical Examination Units 1-4    |

| UNIT No. | COMPETENCIES   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS          | METHOD OF EVALUATION  |
|----------|--|--|-------|--|------------------------|---|
| V        | The student is able to :<br>Able to use Windows applications (MS Word, Word Excel, Power Point and Multimedia) | WINDOWS APPLICATIONS<br><br>Windows Basics<br>16 MB & 32 MB operating systems<br>Components, command buttons, scroll bars, menus, long file names, folders creating files, locating files, multimedia support. Printing and saving documents                                       | 11    | Students create file and use data for presentations with picture, clipart music, create graphs with different dimensions | - Computer             | Evaluation of practical work  |
| VI       | Explain internet and use of E-mail   | INTRODUCTION TO INTERNET & USE OF E-MAIL<br><br>- Integrated networking support<br>- Local area Network<br>- Wide area Network<br>- Peer to peer network<br>- Network<br>- Network terminology<br>a. Server, work station<br>b. Work group<br>c. Protocol<br>d. Login<br>e. Rights | 3     | Students learn and refresh literature, communicate with different institutions/websites                                  | - Computer             | Practical examination   |
| VII      | Explain computer aided Teaching and Testing  | COMPUTER ASSISTED INSTRUCTIONS AND TESTING<br><br>Word processing for preparing students for a computerized work place, minutes of meetings<br>Report evaluation<br>MCQ - Examination<br>Tutorials with the help of computer   | 3     | Use floppy, have self study and use subject oriented CD ROMs   | - Computer<br>- Floppy | Students are independently assessed for utilising the floppies given. |



# UNIT PLAN

Hours : 3  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

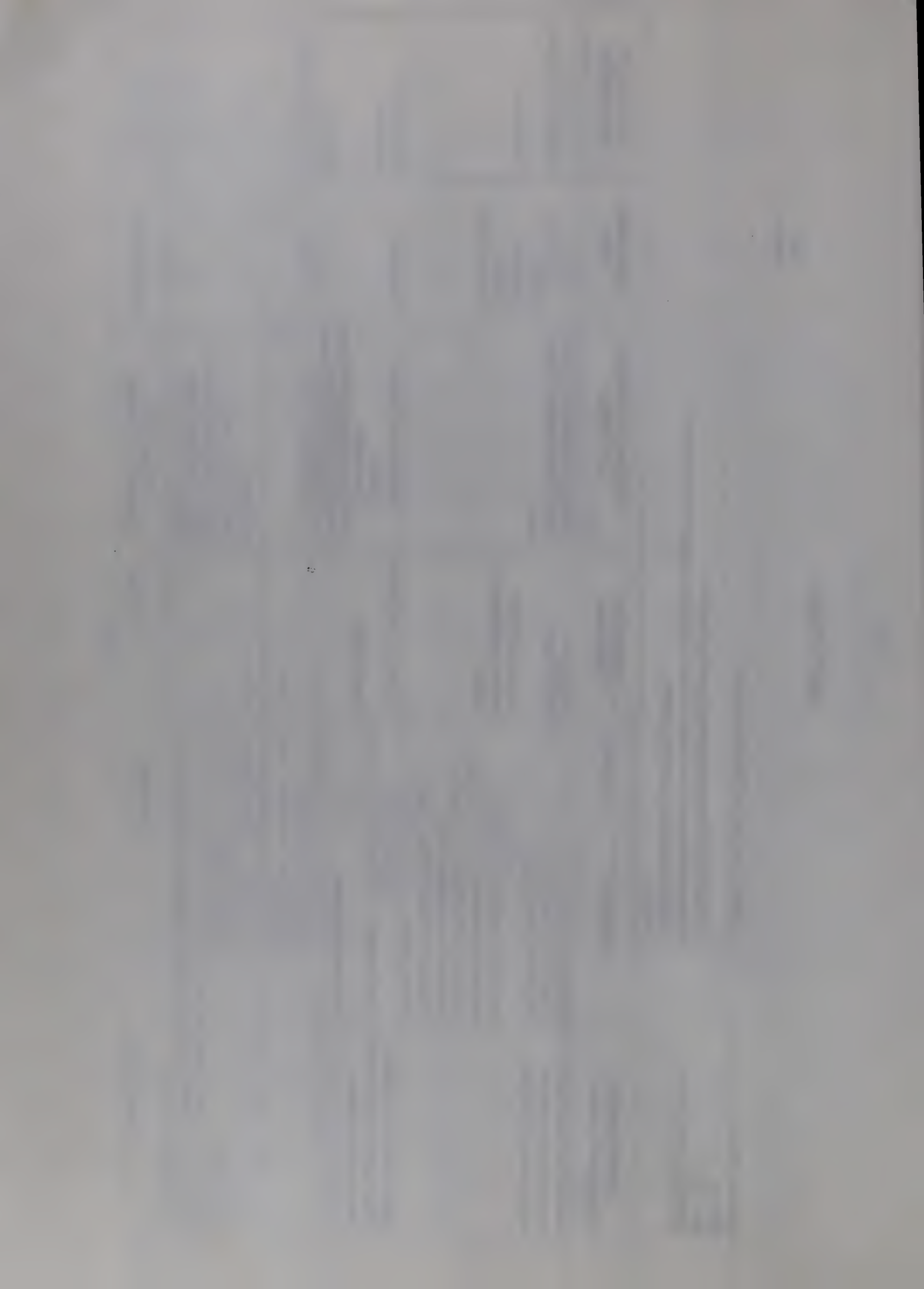
COMPUTER EDUCATION IN NURSING

1

Introduction to computers and disk operating systems

At the end of this unit, the student is able to describe structure and functions of computers and disk operating systems.

| COMPETENCIES<br>The student is able to:  | CONTENTS  | HOURS | METHOD OF<br>TEACHING   | TEACHING - LEARNING<br>ACTIVITIES  | TEACHING<br>AIDS                                | METHOD OF<br>EVALUATION                    |
|--|---|-------|---|--|---|--|
| Describe the basic structure and functions of computer and purposes of computer  | INTRODUCTION TO COMPUTERS AND DISK OPERATING SYSTEMS<br><br>Definition - Computer, structure of computer, functions of computer, classification, purposes / uses of computer in health care delivery system | 1     | Lecture cum demonstration<br><br>Lecture cum visit to various departments of hospital | Reading, observation, students draw parts of computer, label parts   | Charts<br>Computer<br>Floppies<br>Compact Discs | Question and Answer<br><br>Assignment      |
| Describe the binary system, binary codes and identify the disk operating systems | Binary system<br><br>Disk operating system  | 2     | Lecture cum discussion<br><br>Demonstration   | - Reading and problem solving.<br>- Observation<br>- Operate computer devices such as keyboard, mouse, CD ROMs | Computer  | Practical work evaluation<br><br>Unit Test |





## CHAPTER – 30

# MIDWIFERY & GYNECOLOGICAL NURSING

General Guidelines

Hours :  
Theory :120  
Clinical : 756 (21 wks)

### 1. GENERAL OBJECTIVES

Upon completion of the course student is able to:

- a. Describe the health needs of women in pregnancy, labour and puerperium.
- b. Identify deviation(s) from normal pregnancy and take appropriate action.
- c. Demonstrate skills in providing antepartum, intrapartum and post partum care to the mother as well as care to the new born.
- d. List different gynecological problems and demonstrate skills in providing nursing care to women suffering from these problems.

This course is designed to help the student to acquire sufficient knowledge and skill in rendering quality care to women in reproductive age group, with special emphasis on prenatal, natal and postnatal period.

The student will also be able to identify different gynecological disorders and diseases and gain skill in rendering care to women suffering from these problems.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet these objectives the student should review the knowledge of Anatomy and Physiology of male and female reproductive system and embryology. The teaching should include health needs of women in the reproductive age group and the factors influencing their reproductive health.

The student should be given opportunity to learn the physiology of pregnancy, the Physiology of labour, preparation for labour, management of labour, puerperium and care of the new born. The teaching should also help the student to identify the role of the midwife in the management of women with problems in conception, abnormalities in pregnancy, labour and puerperium.

The teaching should also provide opportunity to the student to perform her role as a midwife in the community setting and to expand her knowledge of maternal and child health services including family welfare.

Midwifery casebook should be accurately maintained as this can be a valuable learning experience. The case book is a record of prescribed number of mothers who have been delivered by the student, and is one of the requirements for admission to the midwifery examination. In keeping with the kind of learning described above, each record should show evidence of a comprehensive approach to the care of the mothers, before, during and after child birth. The record is of educational value only if the student was in possession of all the essential details of the antenatal period, before the actual delivery, if she personally attended the mothers in the first stage of labour, if she conducted the second and third stage, and if she cared for the mother during the puerperium. It is important therefore that they should be given opportunities for conducting deliveries as described above. The requirements are specified in the midwifery case book, formulated by I.N.C. as per syllabus.

### **3. TIME ALLOTTED**

Minimum number of hours recommended for planned instruction is 100 +20 hours, and 25 weeks for practical experience, out of which 4 weeks are included in internship.

### **4. PLACEMENT IN THE CURRICULUM**

The course is included in the third year and part of the practical experience (4 weeks) is included in the internship.

### **5. CLINICAL FACILITIES**

The clinical facilities should be sufficient enough so as to help the student to achieve the objectives. There should be sufficient number of mothers in different stages of pregnancy to ensure that the student receives the desired experience. It is also recommended that there should be adequate number of deliveries in the parent institute or affiliated institute per year and each student should observe at least 15 deliveries before conducting the actual deliveries. The clinical facilities should include antenatal, intranatal, postnatal and gynecologic departments. There should be separate provision for treating septic cases and provision for domiciliary midwifery in association with the hospital through urban and rural health centres.

### **6. TEACHING PERSONNEL**

Preferably a post graduate teacher in midwifery and gynecological nursing or graduate /DNE with experience should be there to teach the subject. The teacher may be assisted in the teaching by the experts in the field of obstetrics, gynecology and neonatology.

### **7. TEACHING FACILITIES**

There should be well equipped class rooms and demonstration facilities - pelvis, obstetric models, charts, feather/ cotton manikins, as well as other suitable AV aids.

### **8. TEACHING METHODS**

All methods of teaching may be used, including lectures, demonstrations, written assignments, clinics, and nursing case studies. Every effort should be made to avoid unnecessary repetition of the teaching.



## COURSE PLAN

Hours : 120

**COURSE TITLE** : MIDWIFERY AND GYNECOLOGICAL NURSING  
**COURSE DESCRIPTION** : This course is designed to help students to acquire knowledge and gain skills to meet the health needs of women during the period of pregnancy, labour and puerperium. The students will be able to identify different gynecological disorders and diseases and develop skills in providing nursing care to women suffering from these disorders and diseases.  
**PLACEMENT OF THE COURSE** : Third Year  
**GENERAL OBJECTIVES** : As in General Guidelines

| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES               | TEACHING AIDS  | METHOD OF EVALUATION                  |
|----------|--|--|-------|--|--|---------------------------------------|
| I        | Describe evolution of history of Maternity Nursing   | INTRODUCTION<br>Midwifery<br>Obstetrical Nursing<br>Gynecological Nursing<br>Scope<br>Historical reviews<br>Maternity Nursing services in India.   | 3     | - Lecture cum discussion<br>- Assignments    | - Chalk Board<br>- OHP<br>- Photographs                  | - Quiz<br>- Unit test                 |
| II       | Describe Anatomy and Physiology of male and female reproductive system.<br><br>Discuss the importance of female pelvis in obstetrics | REPRODUCTIVE SYSTEM<br>- Review of female reproductive system and genito urinary system of male and female<br>- Structure, physiology and menstrual cycle<br>- Internal and external organs of reproduction<br>- Female pelvis –structure, types and diameters | 10    | - Lecture cum discussions<br>- Demonstration | - Charts<br>- OHP<br>- Female pelvis<br>- Chalk board    | - Unit test<br>- Return demonstration |
| III      | Identify the stages of Embryological and foetal development.<br><br>Identify the factors affecting the development of foetus.        | EMBRYOLOGY AND FOETAL DEVELOPMENT<br>- Ovum, sperm, maturation, fertilization and implantation<br>- Development of fertilized ovum, Morula, Blastocysts, Embryo<br>- Development of placenta-structure of full term placenta, functions and abnormalities      | 10    | - Lecture cum discussion                     | - Charts<br>- OHP<br>- Models<br>- Black board and chalk | - Unit test<br>- Assignment           |

| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|---|---|-------|--|---|---|
|          | Draw diagram showing foetal circulation   | <ul style="list-style-type: none"> <li>- Formation of foetal sac, membranes, amnion, chorion</li> <li>- Formation of liquor amni, its functions and abnormalities related to liquor amni</li> <li>- Foetal development</li> <li>- Foetal skull and diameters fontanelles – importance</li> <li>- Foetal circulation</li> </ul>  |       | Lecture/Discussion   | Charts  | Diagram   |
| IV       | <p>Narrate the physiological changes in pregnancy.</p> <p>Discuss the management of pregnant women during antenatal period.</p> | <p><b>NURSING MANAGEMENT OF PREGNANT WOMEN</b></p> <ul style="list-style-type: none"> <li>- Reproductive health</li> <li>- Genetic counselling</li> <li>- Physiological changes in pregnancy.</li> <li>- Diagnosis of pregnancy</li> <li>- History, signs and symptoms</li> <li>- Examination and investigations</li> <li>- Influence of hormones</li> <li>- Prenatal care, objectives</li> <li>- History taking, calculation of expected date of delivery</li> <li>- Routine examinations</li> <li>- Health education</li> <li>- Breast care</li> <li>- Diet in pregnancy</li> <li>- Antenatal exercises</li> <li>- Minor disorders and their management</li> <li>- Drugs</li> <li>- Immunisation</li> </ul> | 12    | <ul style="list-style-type: none"> <li>- Lecture cum discussions</li> <li>- Demonstrations</li> </ul>  | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Clinical Orientations</li> </ul>    | <ul style="list-style-type: none"> <li>- Unit Test</li> <li>- Return demonstration</li> </ul>                       |
| V        | Describe the various stages of labour and the role of the midwife in caring for a woman in labour and delivery                  | <p><b>NURSING MANAGEMENT OF WOMEN IN LABOUR</b></p> <ul style="list-style-type: none"> <li>- Preparations for labour and delivery in hospital and home. Causes of onset of labour. Physiological changes in I<sup>st</sup>, II<sup>nd</sup>, III<sup>rd</sup> stages.</li> <li>- Mechanism of labour</li> <li>- Management in I<sup>st</sup>, II<sup>nd</sup>, III<sup>rd</sup> stages in home and hospital.</li> <li>- Psychology of women in labour</li> <li>- Monitoring maternal condition – partograms, cervicograph. Foetal conditions.</li> </ul>  | 17    | <ul style="list-style-type: none"> <li>- Lecture cum discussions</li> <li>- Demonstration</li> <li>- Clinical posting</li> <li>- Demonstration of Mechanism of labour</li> <li>- Conductions of delivery</li> <li>- Monitoring of partograph</li> <li>- Examination of placenta</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chart</li> <li>- Manikin</li> </ul> | <ul style="list-style-type: none"> <li>- Return Demonstration</li> <li>- Assignment</li> <li>- Unit Test</li> </ul> |



| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|---|---|-------|--|--|--|
|          |   | <ul style="list-style-type: none"> <li>- Procedure for conducting normal delivery</li> <li>- Technique of vaginal examination</li> <li>- Prevention of perineal tears</li> <li>- Episiotomy, suturing and care</li> <li>- Third stage of labour, physiology and management</li> <li>- Conduct of home delivery</li> <li>- Immediate post partum care</li> <li>- Care during fourth stage of labour</li> </ul>                           |       | - Demonstration  |  |  |
| VI       | <p>Discuss the method of assessment of the newborn at birth – Apgar scoring.</p> <p>Demonstrate skill in the techniques of resuscitation of asphyxiated newborn.</p> <p>Identify the minor and major disorders and abnormalities of the new born.</p> | <p>NURSING MANAGEMENT OF BABY AT BIRTH</p> <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Review of Physiology of new born</li> <li>- Apgar scoring - examination for defects</li> <li>- Psychology and perception of new born</li> <li>- Minor disorders and management</li> <li>- Major disorders - birth asphyxia, resuscitation measures</li> </ul>   | 8     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> <li>- Clinical orientation</li> <li>- Apgar score chart</li> </ul>   | <ul style="list-style-type: none"> <li>- OHP's</li> <li>- Chalk Board</li> <li>- Charts</li> <li>- Field visits</li> </ul> | <ul style="list-style-type: none"> <li>- Unit test</li> <li>- Return demonstration of new born's assessment and reflexes</li> <li>- Assignments</li> </ul> |
| VII      | <p>Describe the various aspects of puerperium and the role of midwife in the management of women in the puerperal period in various settings</p>  | <p>NURSING MANAGEMENT OF MOTHER DURING PUERPERIUM</p> <ul style="list-style-type: none"> <li>- Definition, objectives of care</li> <li>- Physiology of puerperium</li> <li>- Nursing management</li> <li>- Psychological aspects of puerperium</li> <li>- Establishment of lactation and infant feeding, perineal care, postnatal exercises, postnatal examination, follow up, family welfare, minor ailments and management</li> </ul> | 10    | <ul style="list-style-type: none"> <li>- Lecture cum discussions</li> <li>- Demonstration in the clinical set up</li> <li>- Clinical posting</li> <li>- Postnatal exercises</li> <li>- Demonstration of breast feeding</li> <li>- Observation in formula room</li> <li>- Postnatal follow up in OPD and home</li> <li>- Health teaching</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Charts</li> </ul>                           | <ul style="list-style-type: none"> <li>- Unit test</li> <li>- Return demonstration</li> <li>- Assignments</li> </ul>                                       |
| VIII     | <p>List and describe the complications of pregnancy</p> <p>Describe the role of midwife in the management of women with complications of pregnancy</p>  | <p>NURSING MANAGEMENT OF COMPLICATIONS OF PREGNANCY</p> <ul style="list-style-type: none"> <li>- Bleeding in pregnancy early and late</li> <li>- Pregnancy induced hypertension</li> <li>- Pre-eclampsia</li> <li>- Eclampsia</li> <li>- Hydramnios, oligo hydramnios</li> <li>- Hydatidiform mole</li> <li>- Pelvic inflammatory diseases</li> </ul>   | 8     | <ul style="list-style-type: none"> <li>- Lecture cum discussions</li> <li>- Case presentations</li> </ul>  | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk Boards</li> <li>- Specimens</li> </ul>                       | <ul style="list-style-type: none"> <li>- Unit Test</li> <li>- Assignments</li> </ul>   |

| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS  | HOURS      | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|--|---|------------|---|--|--|
|          |  | <ul style="list-style-type: none"> <li>- Intra uterine growth retardation</li> <li>- Post maturity</li> <li>- Intra uterine death</li> </ul>  |            |   |  |  |
| IX       | Discuss the importance of early detection of High risk pregnancy and its management  | <p><b>NURSING MANAGEMENT OF HIGH RISK PREGNANCY</b></p> <ul style="list-style-type: none"> <li>- Scoring for high risk pregnancy</li> <li>- Concept, factors</li> <li>- Anaemia, jaundice, viral and urinary tract infections, heart disease, diabetes, AIDS, osteomalacia, STD</li> <li>- Teenage pregnancy</li> <li>- Elderly primigravida - multipara, multiple pregnancy</li> </ul>   | 4          | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Case presentation</li> </ul>   | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk boards</li> <li>- Models</li> </ul>                  | <ul style="list-style-type: none"> <li>- Unit Test</li> <li>- Assignments</li> </ul> |
| X        | Describe the management of labour in high risk labour pregnancy.<br><br>Discuss the role of midwife in early detection and prompt management of High risk labour | <p><b>NURSING MANAGEMENT OF HIGH RISK LABOUR</b></p> <ul style="list-style-type: none"> <li>- Malposition, malpresentations</li> <li>- Contracted pelvis-definition, causes, diagnosis, management and trial of labour</li> <li>- Abnormal uterine action</li> <li>- Cervical Dystocia</li> <li>- Early rupture of membrane, prolonged labour, Induction of labour, Obstructed labour, Rupture of uterus.</li> <li>- Obstetric Emergencies-Cord Prolapse, Cord presentation, Amniotic fluid embolism, Obstetric shock</li> <li>- Complications of third stage</li> <li>- Post partum Haemorrhage , Atonic uterus, Retained placenta and membranes, Inversion of uterus</li> </ul> | 8          | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Clinical posting</li> <li>- Bedside clinic</li> <li>- Case study</li> <li>- Nursing care plan</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Charts</li> <li>- Models</li> </ul> | <ul style="list-style-type: none"> <li>- Unit Test</li> <li>- Assignments</li> </ul> |
| XI       | Recognise puerperal complications and apply this knowledge in management of complications of puerperium  | <p><b>NURSING MANAGEMENT OF COMPLICATIONS OF PUERPERIUM</b></p> <p>Puerperal pyrexia<br/>Puerperal Sepsis<br/>Thrombophlebitis<br/>Mastitis, Embolism, Breast Abscess<br/>Puerperal Psychosis</p>   | 2<br><br>2 | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Clinical posting</li> </ul>  | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> </ul>  | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Unit test</li> </ul>  |



| UNIT No.                   | COMPETENCIES<br>The student is able to :   | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------------------------|--|--|-------|--|---|---|
| XII                        | Discuss various obstetric operations and nurses role in assisting with each one  | <b>OBSTETRIC OPERATIONS</b> <ul style="list-style-type: none"> <li>- Manual removal of placenta</li> <li>- Version</li> <li>- Forceps delivery</li> <li>- Vacuum extraction</li> <li>- Caesarean section</li> <li>- Medical Termination of pregnancy</li> <li>- Laproscopic sterilization</li> <li>- Embryotomy</li> </ul> | 2     | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Clinical posting</li> </ul>  | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> <li>- Instruments and equipments used for the obstetric operations</li> </ul> | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Unit Test</li> </ul> |
| XIII                       | Describe the midwife's role in the administration of drugs for a woman during pregnancy, labour and post partum period                                       | <b>DRUGS USED IN OBSTETRICS</b> <ul style="list-style-type: none"> <li>- anaesthesia and analgesia</li> <li>- drugs used during pregnancy, labour and post partum period</li> </ul>  | 2     | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Paper presentation</li> </ul>  | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Drug file</li> </ul>  | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Unit test</li> </ul> |
| XIV                        | Identify the ethical and legal issues related to midwifery and nurses' role in managing such situations  | <b>ETHICAL AND LEGAL ASPECTS RELATED TO MIDWIFERY AND GYNECOLOGICAL NURSING</b>  | 2     | <ul style="list-style-type: none"> <li>- Lecture methods</li> <li>- Paper presentation</li> </ul>                                    | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Case illustration from the journal</li> </ul>   | <ul style="list-style-type: none"> <li>- Unit test</li> <li>- Assignment</li> </ul> |
| <b>GYNECOLOGIC NURSING</b> |  |  |       |  |   |   |
| I                          | State the meaning of various terms used in gynecology<br><br>Describe the methods of gynecological history taking, conducting examination and investigation. | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>- definition and terms related to gynecological nursing</li> <li>- gynecological history taking, examination and investigation</li> </ul>   | 2     | <ul style="list-style-type: none"> <li>- Lecture and discussion</li> <li>- Clinical posting</li> </ul>                               | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Charts</li> </ul>  | <ul style="list-style-type: none"> <li>- Assignment</li> </ul>                      |
| II                         | Describe the physiology, psychology and pathology of puberty and identify the role of the nurse  | <b>PUBERTY</b><br>Definition, development of sex organs in females, sexuality, menstrual cycle <ul style="list-style-type: none"> <li>- disorders of menstruation</li> <li>- dysfunctional uterine bleeding</li> </ul>   | 5     | <ul style="list-style-type: none"> <li>- Lecture and discussion</li> <li>- Clinical posting</li> </ul>                               | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Charts</li> </ul>  | <ul style="list-style-type: none"> <li>- Reading notes</li> </ul>                   |
| III                        | Explain the role of the midwife in the management of couples with fertility related problems   | <b>FERTILITY AND INFERTILITY</b><br>Definition, causes-both in male and female, investigation and management   | 2     | <ul style="list-style-type: none"> <li>- Lecture and discussion</li> <li>- Clinical posting</li> <li>- Case demonstration</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk Board</li> </ul>  | <ul style="list-style-type: none"> <li>- Question and Answer</li> </ul>             |

| UNIT No | COMPETENCIES<br>The student is able to  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS                      | METHOD OF EVALUATION   |
|---------|---|--|-------|---|------------------------------------|--|
| IV      | Describe various pelvic infections and apply this knowledge in the management of clients with various pelvic infections   | PELVIC INFECTIONS<br><br>Vulva - vulvitis, bartholinitis<br>Vagina - Vaginitis<br>Trichomonas vaginalis, Moniliasis, Metritis,<br>Salpingitis, Oophoritis<br>Pelvic abscess<br>Chronic infection<br>Cervical erosions                                | 3     | Lecture and discussion<br>Clinical posting  | - OHP<br>- Chalk board             | Unit Test  |
| V       | Describe the problems related to uterine displacement and identify the role of the nurse in prevention of uterine prolapse  | UTERINE DISPLACEMENT AND DESCENT<br>- Retroversion, retroflexion<br>- Descent - 1 <sup>st</sup> , 11 <sup>nd</sup> , 111 <sup>rd</sup> degrees and complete (procedentia)  | 2     | Lecture and Discussion<br>Clinical posting<br>Case demonstration<br>Case presentation | - OHP<br>- Chalk board<br>- Charts | Unit test<br>Assignments   |
| VI      | Explain various sexually transmitted diseases and discuss the role of the midwife in the prevention and management of clients with STDs                                   | SEXUALLY TRANSMITTED DISEASES AND THEIR PREVENTION<br><br>Syphilis, gonorrhoea, warts, acquired immuno deficiency syndrome   | 2     | Lecture cum discussion<br>Clinical posting  | - OHP<br>- Chalk Board             | Assignment<br>Unit Test  |
| VII     | Explain the role of midwife in prevention of benign and malignant neoplasms of reproductive organs<br><br>Discuss various therapies given in the management of carcinomas | BENIGN AND MALIGNANT NEOPLASMS OF REPRODUCTIVE ORGANS<br><br>- Endometriosis<br>- Uterine polyps, uterine fibroids<br>- Cancer- cervix, uterus<br>- Ovarian cysts -malignant and benign<br>- Cancer, chemotherapy, radiotherapy<br>- Palliative care | 4     | Lecture and Discussion<br>Paper presentation  | - OHP<br>- Chalkboard<br>- Charts  | Unit test<br>Assignment<br>Comprehensive test<br>Theory<br>Practical |



# UNIT PLAN

Hours : 17  
Teacher : X

COURSE TITLE : MIDWIFERY AND GYNECOLOGICAL NURSING  
UNIT No : V  
UNIT TITLE : Management of women in labour  
GENERAL OBJECTIVES : As in General Guidelines

| COMPETENCIES   | CONTENTS  | HOURS | METHOD OF TEACHING                      | TEACHING - LEARNING ACTIVITIES                            | TEACHING AIDS  | METHOD OF EVALUATION                                       |
|--|---|-------|---|---|--|--|
| The student is able to:  |   |       |   |   |  |  |
| Describe the preparation for labour in hospital and home settings  | MANAGEMENT OF WOMEN IN LABOUR<br>Preparation for delivery in hospital and home  | 1     | Lecture<br>Observation visit            | Orientation to labour room                                | - Chalk board<br>- Articles required for home delivery       | Check list of articles required for delivery               |
| Enumerate the causes of onset of labour  | Causes of onset of labour   | 2     | Lecture<br>Demonstration<br>Field visit | Listens FHS<br>Observes<br>Chart and discussion           | - Chalk board<br>- Manikin                                   | Return demonstration<br>Group work on each stage of labour |
| Describe the physiology of labour in I, II, III & IV stages of labour  | Physiological changes in labour - I, II, III & IV stages  |       |   |   |  |  |
| Demonstrate the mechanism of labour  | Mechanism of labour   | 5     | Lecture<br>Demonstration<br>Field visit | Observes<br>Listens FHS<br>Practises mechanisms of labour | - chalk board<br>- pelvis, dummy manikm                      | Return demonstration                                       |
| Discuss the nursing management of women in labour  | Management and preparation of women-in labour, discuss case book<br>Equipment in home and hospital<br>Psychology of women in labour | 1     | Lecture with case situation             | Lecture cum demonstration                                 | Articles in delivery kit for home and hospital               | Return demonstration                                       |
| Explain various aspects of partogram, cervicogram and foetal monitoring Identify the midwives role in labour | Monitoring maternal condition<br>- Partogram<br>- Cervicograph<br>- Foetal condition  | 1     |   | Lecture cum demonstration                                 | Format of partogram, cervicograph, FHS monitoring foetoscope | Return demonstration<br>Clinical evaluation                |
| Describe the procedure of conducting normal delivery and the role of the midwife in labour room              | Procedure of conducting normal delivery   | 3     |   | Lecture, film show<br>Completion of entries in case book  | Charts<br>Film   | Return demonstration<br>Case book                          |

| COMPETENCIES  | CONTENTS   | HOURS | METHOD OF TEACHING  | TEACHING - LEARNING ACTIVITIES                           | TEACHING AIDS                  | METHOD OF EVALUATION                        |
|---|--|-------|---|--|--------------------------------|---|
| The student is able to:   |  |       |   |  |                                |   |
| Describe the procedure of conducting normal delivery and the role of the midwife in labour room | Procedure of conducting normal delivery  | 3     |   | Lecture, film show<br>Completion of entries in case book | Charts<br>Film                 | Return demonstration<br>Case book           |
| Discuss the role of the midwife in the prevention of perineal tear and care of episiotomy wound | Technique of vaginal examination<br>Prevention of perineal tear<br>Episiotomy, suturing and care of episiotomy | 1     | Lecture cum demonstration   | Reading notes  | Pictorial illustration         | Return demonstration<br>Clinical evaluation |
| Discuss the management of III <sup>rd</sup> stage of labour                                     | Third stage of labour: physiology and management   | 3     | Lecture cum demonstration   | Observation in community /clinical posting               | Placenta<br>OHP<br>Chalk Board | Clinical skill<br>Return demonstration      |
| Describe her role in conducting home deliveries   | Conduction of home deliveries  |       | Examination of placenta   |  | OHP<br>Charts                  | Return demonstration                        |
| Demonstrate skill in caring during IV <sup>th</sup> stage of labour                             | Immediate post partum care - Care during fourth stage of labour  |       | Lecture cum discussion<br>Lecture cum discussion correlation with technique of breast feeding |  | Pictorial illustration         | Clinical evaluation<br>Unit Test            |



# CHAPTER – 31

## PAEDIATRIC NURSING

General Guidelines

Hours :  
Theory : 70  
Clinical : 288 (8 wks)

### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- Explain the concept of child health, and the trends and principles underlying child care.
- Describe the normal growth and development of children and recognise deviation(s) from normal parameters.
- Demonstrate skill in meeting the needs of the sick as well as healthy children.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet the objectives, the student needs to have opportunities to acquire knowledge of modern concepts and trends in child care. She needs to learn about healthy and high risk newborn babies. Student should be given opportunities for learning about and observing normal growth and development of children, their behavioural disorders and common health problems during childhood. She should gain knowledge and develop skill in providing nursing care to children with various diseases and disorders. She must be given opportunities to learn about the services available to promote and maintain health and welfare of the healthy as well as the sick child. Opportunities should be provided to meet the above objectives in various child care units. Learning should be properly supervised, guided and supported by the requisite theoretical instruction.

Practical instruction related to the care of the sick child should emphasize on problem solving approach based on nursing process. Opportunities should be provided for learning the preventive, promotive, curative and rehabilitative aspects of the care of children.

### 3. TIME ALLOTTED

The minimum time recommended for formal instruction and supervised practice of paediatric nursing is 70 hours. These hours may be utilised by the individual teacher according to her own plan. The minimum requirement of clinical experience in third year GNM course is 8 weeks (288 hours) and in the internship is 3 weeks (108 hours).

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that Paediatric Nursing should be taught in the third year of GNM course. It should be co-related with midwifery and community health nursing to provide better learning in preventive, promotive, curative and rehabilitative child care concepts. The clinical experience should be arranged in third year and internship.

### 5. CLINICAL FACILITIES

The clinical facilities to provide opportunities for desired learning experiences include paediatric medical ward, paediatric surgical ward, neonatal unit, paediatric operation theatre, paediatric intensive care unit, paediatric O.P.D, special clinics, school, child welfare centres, anganwadi, creches and child guidance clinic.

## **6. TEACHING PERSONNEL**

The tutor responsible for this subject should have special preparation and or experience in Paediatric Nursing. Others who may take part in the teaching of this subject are paediatrician, child psychologist or social welfare officers.

## **7. TEACHING FACILITIES**

A well equipped class room will be required for lecture and discussion, but most of the demonstrations will be more effective if carried out in the clinical areas in actual life settings. Where opportunities for practice are limited in clinical areas, the demonstration of procedures may be conducted in the demonstration room with sufficient facilities. Manikins can be used to demonstrate the procedures like neonatal resuscitation or paediatric cardio pulmonary resuscitation. Lecture and discussion sessions should be supported by use of different audio visual aids like charts, posters, diagrams, models, films, slide projector, OHP, TV, VCR etc.

## **8. TEACHING METHODS**

A variety of teaching methods may be used for this subject.

- Well planned lectures, appropriately illustrated with diagrams, charts, posters, films and other teaching aids to promote better understanding and learning.
- Demonstration of procedures like examination of child, care in the incubator, colostomy care, different ways of oxygen therapy etc.
- Observation visit to the child welfare centre, child guidance clinic, creche, school, school for handicapped children etc.
- Panel discussions can be arranged for various aspects of care of children with particular diseases or disorders.
- Seminars can be conducted by the students with guidance of teacher for different childhood problems.
- Clinical teaching with sick child suffering from rare conditions can be arranged.
- Nursing care studies may be presented by the students for discussion.
- Role play related to different aspects of child care can be used as an effective method.
- Written assignment may be given for some topics
- Patient centred approach and problem solving methods should be selected for teaching the students to obtain optimum learning (use of nursing process)
- Health teachings to children, parents and or relatives.



# COURSE PLAN

Hours :  
Theory : 70  
Clinical : 288 (8 wks)

## COURSE TITLE

## COURSE DESCRIPTION

: PAEDIATRIC NURSING

: This course is designed to help students to develop an understanding of the concept of child health, trends in child care and health problems of children. This will also enable the students to meet the needs of children in health and sickness.

## PLACEMENT OF THE COURSE

: Paediatric Nursing should be introduced in the beginning of the third year.

## GENERAL OBJECTIVES

: As in General Guidelines

| UNIT No. | COMPETENCIES   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|--|---|-------|--|---|--|
| I        | <p>The student is able to :</p> <p>Describe the concept of child care, trends in paediatric nursing and role of paediatric nurse</p> <p>Prepare nursing care plan based on nursing process approach</p>  | <p>INTRODUCTION</p> <ul style="list-style-type: none"> <li>- Concept in health care of children</li> <li>- Trends in paediatric nursing</li> <li>- Role of paediatric nurse in child care</li> <li>- Child care in India</li> <li>- Emerging challenges, nursing process related to paediatric nursing</li> <li>- Concept of preventive paediatrics</li> <li>- Vital statistics</li> </ul> <p>THE NEWBORN</p> <p>A. Characteristics of newborn and physiological status of the newborn.</p> <ul style="list-style-type: none"> <li>- Assessment of the new born. Head to toe assessment (Physical assessment)</li> <li>- Neurological assessment.</li> <li>- Nursing care of the normal/healthy newborn including home care</li> <li>- Breast feeding – concept of BFHI.</li> </ul> <p>B. Common health problems and nursing care of : hyperbilirubinaemia, haemolytic disorder, neonatal hypoglycemia, sepsis, oral thrush, impetigo, erythema toxicum, hypothermia, neonatal convulsions.</p> | 3     | <p>Lecture cum discussion</p> <p>Discussion and preparation of a sample nursing care plan</p>                          | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Sample nursing care plan</li> </ul>            | <p>Question and Answer</p> <p>Nursing care plan for various nursing problems</p> |
| II       | <p>Describe the characteristics and physiological status of the new born.</p> <p>Demonstrate skill in assessing and providing nursing care to normal/healthy newborn.</p> <p>Describe the role of the nurse in management of newborn with various health problems.</p> | <p>THE NEWBORN</p> <p>A. Characteristics of newborn and physiological status of the newborn.</p> <ul style="list-style-type: none"> <li>- Assessment of the new born. Head to toe assessment (Physical assessment)</li> <li>- Neurological assessment.</li> <li>- Nursing care of the normal/healthy newborn including home care</li> <li>- Breast feeding – concept of BFHI.</li> </ul> <p>B. Common health problems and nursing care of : hyperbilirubinaemia, haemolytic disorder, neonatal hypoglycemia, sepsis, oral thrush, impetigo, erythema toxicum, hypothermia, neonatal convulsions.</p>  | 10    | <p>Lecture cum discussion</p> <p>Demonstration</p> <p>Preparation of nursing care plan</p> <p>Clinical orientation</p> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> <li>- Chalk board</li> <li>- Assessment format</li> </ul> | <p>Unit test</p> <p>Assignment</p> <p>Nursing care plan for health problems</p>  |

| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|---|--|-------|---|--|--|
|          |   | <p>C. Birth injuries injuries of muscle and peripheral nerves, injuries of bones, soft tissue injury and injury of nervous system</p> <p>D. High risk new born – Definitions, small for date, low birth weight. Nursing care of low birth weight, pre-term and post term infants, common health problems of preterm, post term and low birth weight infants and their nursing management. High risk new born of HIV +ve mother and Diabetic mother.</p>  |       |   |  |  |
|          | <p>Describe the growth and development and technique of assessment of growth and development during various stages of childhood.</p> <p>Identify the role of nurse in health promotion of the school child</p> <p>Demonstrate skill in assessing growth and development of an infant.</p> <p>Identify the role of nurse in health promotion</p> <p>Assess growth and development of toddler</p> | <p>THE HEALTHY CHILD</p> <ul style="list-style-type: none"> <li>- Growth and development, Definitions, Principles, factors affecting growth and development, techniques of assessment of growth and development. Importance of learning about growth and development by a nurse.</li> </ul> <p>THE INFANT</p> <ul style="list-style-type: none"> <li>- Growth and development during infancy</li> <li>- Health promotion during infancy, Nutrition counselling and weaning</li> <li>- Immunization, safety and security including prevention of accidents, use of play and toys</li> </ul> <p>THE TODDLER</p> <ul style="list-style-type: none"> <li>- Growth and development of toddler</li> <li>- Nursing management and health promotion of toddler, nutrition counselling, toilet training, immunization, safety and prevention of accidents, guidance to parents on toddlers care.</li> </ul> | 12    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> </ul><br><ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration in clinical setup</li> </ul><br><ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> <li>- Chalk Board</li> </ul><br><ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> <li>- Chalk board</li> <li>- Assessment format</li> <li>- Computer assisted instructions</li> </ul><br><ul style="list-style-type: none"> <li>- OHP</li> <li>- Charts</li> <li>- Chalk board</li> <li>- Assessment format</li> </ul> | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Return demonstration</li> </ul><br><ul style="list-style-type: none"> <li>- Assignment</li> <li>- Return Demonstration</li> </ul><br><ul style="list-style-type: none"> <li>- Assignment</li> <li>- Return demonstration</li> </ul> |



| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES                                      | TEACHING AIDS   | METHOD OF EVALUATION                   |
|----------|---|--|-------|---|---|--|
|          | <b>The student is able to :</b><br>Assess the growth and development of preschoolers.<br>Describe the role of the nurse in health promotion of pre school children. | THE PRE SCHOOL<br>- Growth and development during pre school years.<br>- Nursing management and health promotion during pre school years.<br>- Nutritional guidance, safety and security, daycare centres, nursery school, play, role of nurse and parents in sex education of child                               |       | - Lecture cum discussion<br>- Demonstration in clinical set up      | - OHP<br>- Charts<br>- Chalk board<br>- Assessment format<br>- Observation<br>- Visit to day care centres<br>- Play materials | - Assignment<br>- Return demonstration |
|          | Demonstrate skill in assessing the growth and development of school children.<br>Identify the role of nurse in health promotion of the school child.                | THE SCHOOL AGE<br>- Physical, Psychological and moral development during school age<br>- Nursing management and health promotion during school years.<br>- Nutritional guidance, sleep and rest, physical exercise and activity, dental health, sex education, play, role of parents in reproductive child health. |       | - Lecture cum discussion<br>- Demonstration                         | - OHP<br>- Chart<br>- Chalk board<br>- Assessment format  | - Assignment<br>- Return demonstration |
|          | Explain the physical, physiological and reproductive changes in adolescents.<br>List the role of nurse in health promotion of adolescents.                          | THE ADOLESCENT<br>Physical changes, physiological and reproductive changes, reaction of adolescents to puberty, Nursing management and health promotion during adolescence. Nutritional guidance, personal care, reproductive health/sex education. Role of nurse and parents in health promotion of adolescents.  |       | - Lecture cum discussion<br>- Demonstration<br>- Topic presentation | - Charts<br>- Assessment format<br>- Chalk board<br>- OHP<br>- Computer assisted instruction                                  | - Assignment<br>- Return demonstration |

| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|---|---|-------|--|--|--|
| IV       | <p>The student is able to :</p> <p>Identify the behavioural disorders and health problems during childhood.</p> <p>Describe the role of nurse in caring for children with behavioural disorders and health problems</p> | <p>BEHAVIOURAL DISORDERS AND COMMON HEALTH PROBLEMS DURING CHILDHOOD</p> <p>INFANCY</p> <p>Nutritional disturbances, allergies, vomiting, dermatitis, diarrhoea, failure to thrive, resistance to feeding, colic, anxiety</p> <p>EARLY CHILDHOOD</p> <p>Communicable diseases, poisoning, tonsillitis, otitis media, urinary tract infections, diarrhoea, child abuse, breath holding spells, bed wetting, thumb sucking, nail biting, temper tantrums, masturbation</p> <p>MIDDLE CHILDHOOD</p> <p>Helminthic infections, common skin infections, animal and insect bite, stuttering, enuresis, pica, tics, antisocial behaviour.</p> <p>LATER CHILDHOOD</p> <p>Problems of pubertal development, precocious puberty, tall stature, gynecomastia, acne, amenorrhoea, dysmenorrhoea, sexually transmitted diseases, accidents, sports injuries, juvenile delinquency, anorexia nervosa, obesity</p> | 10    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Topic presentation</li> <li>- Clinical orientation</li> <li>- Discussion</li> <li>- Lecture cum discussion</li> <li>- Lecture cum discussion</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Charts</li> <li>- Computer assisted instruction</li> <li>- Film strips on growth and development</li> <li>- Film strips</li> <li>- Film strips</li> </ul> | <ul style="list-style-type: none"> <li>- Unit Test</li> <li>- Assignment</li> <li>- Nursing care plan</li> <li>- Reading Notes</li> <li>- Case Study</li> <li>- Reading notes</li> <li>- Case study</li> </ul> |



| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION   |
|----------|---|--|-------|--|---|--|
| V        | <p>The student is able to :</p> <p>Explain the reaction of a child to hospitalization.</p> <p>Identify the role of the nurse in helping child and family in coping with stress of hospitalization.</p> <p>Develop skill in nursing care and in making adaptations in care of sick children.</p> | <p>THE SICK CHILD</p> <ul style="list-style-type: none"> <li>- Child's reaction to hospitalisation</li> <li>- Effects of hospitalisation on the family of the child</li> <li>- Role of nurse in helping child and family in coping with stress of hospitalisation</li> </ul> <p>NURSING INTERVENTIONS AND ADAPTATIONS IN NURSING CARE OF SICK CHILD</p> <ul style="list-style-type: none"> <li>- Examination, principles of safety observed in paediatric techniques</li> <li>- Preparation of child for diagnostic tests, collection of specimen, calculation and administration of oral and parenteral medications.</li> <li>- Procedures related to feeding; formula preparation, gavage and gastrostomy feeding</li> <li>- Procedures related to elimination, enema, colostomy irrigation</li> <li>- Use of play as nursing interventions</li> <li>- Care of child in incubator</li> <li>- Administration and analysis of oxygen concentration</li> <li>- Surgical dressing</li> <li>- Tent steam inhalation</li> <li>- Immobilised child</li> <li>- Phototherapy</li> </ul> | 8     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Demonstration</li> <li>- Clinical orientation</li> <li>- Topic presentation</li> <li>- Practical demonstration</li> <li>- Visit to formula room</li> <li>- Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chalk board</li> <li>- Computer assisted instruction</li> </ul> | <ul style="list-style-type: none"> <li>- Unit test</li> <li>- Assignment</li> <li>- Return demonstration</li> <li>- Observation check list</li> <li>- Nursing care plan</li> <li>- Case study</li> <li>- Return demonstration</li> </ul> |

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|---|--|-------|--|--|--|
| VI       | <p><b>The student is able to :</b></p> <p>Discuss the role of the nurse in management of children with congenital defects or malformations of different systems of the body</p> | <p><b>NURSING MANAGEMENT OF CHILDREN WITH CONGENITAL DEFECTS/MALFORMATIONS</b></p> <ul style="list-style-type: none"> <li>- Malformation of CNS-cranial deformities, defects of neural tube closure.</li> <li>- Skeletal defects – cleft lip and palate</li> <li>- Defects of gastrointestinal tract – oesophageal atresia and fistula, anorectal malformations, hernia, congenital hypertrophied pyloric stenosis.</li> <li>- Defects of genito urinary tract: hypospadias, epispadias, extrophy of bladder, phimosis, cryptorchidism, polycystic kidney</li> <li>- Sexual abnormalities –ambiguous genitalia, hermaphroditism</li> <li>- Defects of CVMS- congenital heart diseases, major acyanotic and cyanotic defects</li> <li>- Neuromuscular defects: spina bifida, meningocoele, hydrocephalus, cerebral palsy.</li> <li>- Orthopaedic abnormalities: Club foot, developmental abnormalities of extremities.</li> </ul> | 10    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Clinical orientation</li> <li>- Lecture cum discussion</li> <li>- Clinical posting</li> <li>- Bed side teaching</li> <li>- Case study and presentation</li> <li>- Case study</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chart</li> <li>- Chalk board</li> <li>- Computer assisted instruction</li> </ul> | <ul style="list-style-type: none"> <li>- Unit test</li> <li>- Assignment</li> <li>- Care plan</li> <li>- Unit test</li> <li>- Assignment</li> <li>- Care plan</li> <li>- Unit test</li> <li>- Assignment</li> <li>- Nursing care plan</li> </ul> |



| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|---|--|-------|---|---|---|
| VII      | Demonstrate skill in management of sick child with various disorders and diseases | <p>NURSING MANAGEMENT OF SICK CHILD WITH VARIOUS DISORDERS AND DISEASES</p> <ul style="list-style-type: none"> <li>- Nursing management of the child with disturbance of fluid and electrolyte balance, imbalance, burns, disturbance of renal function, acute and chronic glomerulo nephritis, acute and chronic renal failure.</li> <li>- Nursing management of child with disturbed respiratory functions, acute infections of upper and lower respiratory tract, acute inflammation of lungs.</li> <li>- Nursing management of children with gastro intestinal disorder-Malabsorption syndromes (coeliac diseases) and obstructive disorders (intestinal obstruction, Hirschsprungs diseases, inflammatory conditions (appendicitis, meckels diverticulum, ulcerative colitis) worm infestations.</li> <li>- Nursing management of children with problems related to production and circulation of blood-acquired heart diseases, congestive cardiac failure, infective endocarditis, Rheumatic fever.</li> <li>- Nursing management of children with problems related to the elements of blood: Anaemias, sickle cell anaemia, Thalassemia, defects of haemostasis – Haemophilia</li> </ul> | 12    | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Clinical posting</li> <li>- Bedside teaching using nursing process</li> <li>- Case presentation</li> <li>- Case study</li> <li>- Placement in special clinics</li> <li>- Topic presentation</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Chart</li> <li>- Chalk board</li> <li>- Computer assisted instructions</li> </ul> | <ul style="list-style-type: none"> <li>- Assignment</li> <li>- Nursing care plan</li> <li>- Quiz</li> <li>- Observation report</li> </ul> |

| UNIT No | COMPETENCIES<br>The student is able to : | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION   |
|---------|--|---|-------|---|---|--|
|         |  | <ul style="list-style-type: none"> <li>- Immune deficiency diseases, HIV infections, AIDS, leukaemia, thrombocytopaemia, purpura</li> <li>- Nursing management of children with disturbances of regulatory mechanism – altered state of consciousness, cranio cerebral trauma.</li> <li>- Intra cranial infections : meningitis, encephalitis, convulsive disorders.</li> <li>- Nursing management of children with endocrine dysfunctions</li> <li>- Disorders of pituitary function</li> <li>- Disorders of thyroid and parathyroid function</li> <li>- Disorders of adrenal cortex</li> <li>- Disorders of pancreatic hormone secretion</li> <li>- Nursing management of children with problems that interfere with locomotion: cerebral palsy, polio-myelitis, osteomyelitis, kyphosis, lordosis, scoliosis, rheumatoid arthritis.</li> <li>- Nursing management of children with developmental problems.</li> <li>- Handicapped children, multiple handicapped children.</li> <li>- Mental retardation</li> <li>- Communication disorders: hearing, vision impairment, deaf and blind children.</li> </ul> |       | <ul style="list-style-type: none"> <li>- Clinical placement</li> <li>- Case studies</li> <li>- Case presentation</li> <li>- Drug study</li> </ul> | <ul style="list-style-type: none"> <li>- Drug file</li> </ul> | <ul style="list-style-type: none"> <li>- Question and Answer</li> <li>- Unit test</li> </ul> |



| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS  | METHOD OF EVALUATION  |
|----------|--|---|-------|--|--|---|
| VIII     | List various welfare services available for children and describe its functions in promoting welfare of children | <p>WELFARE OF CHILDREN</p> <p>Child welfare services and agencies: balwaris, anganwadis, day care centre, mid day meals and programmes.</p> <ul style="list-style-type: none"> <li>- Welfare of delinquent children and destitute children</li> <li>- Programme and policies for welfare of working children</li> <li>- National child labour policy</li> <li>- Child Act, Juvenile justice act</li> <li>- Internationally accepted rights of the child.</li> </ul> | 5     | <ul style="list-style-type: none"> <li>- Lecture cum discussion</li> <li>- Guest lectures</li> <li>- Discussion</li> <li>- Visit to various welfare organisations</li> </ul> | <ul style="list-style-type: none"> <li>- OHP</li> <li>- Observation visit</li> </ul> | <ul style="list-style-type: none"> <li>- Unit test</li> <li>- Assignment</li> <li>- Report of visits</li> <li>- Comprehensive test</li> </ul> |

## UNIT PLAN

Hours : 3  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

PAEDIATRIC NURSING

I

Introduction to Paediatric Nursing

On completion of the unit the student is able to describe the concept and trends in paediatric nursing and appreciate the role of paediatric nurse in providing comprehensive nursing care to children.

| COMPETENCIES<br>The students are able to:  | CONTENTS   | HOURS | METHOD OF TEACHING  | TEACHING -<br>LEARNING<br>ACTIVITIES  | TEACHING AIDS              | METHOD OF<br>EVALUATION                   |
|--|--|-------|---|---|----------------------------|---|
| Explain the concept of child care and present trends in paediatric nursing   | INTRODUCTION   | 1     | Lecture cum discussion  | Discussion about the concepts and trends in Paediatric nursing  | - OHP<br>- Chalk board     | Evaluation of assignment<br>Reading notes |
| Discuss the role of paediatric nurse in child care   | - Concept in health care of children.<br>- Trends in Paediatric nursing<br>- Role of Paediatric nurse in child care.                 |       | Lecture cum discussion  | Discussion regarding the role of paediatric nurse.<br><br>Assignment on role of paediatric nurse in child care    | - OHP<br>- Chalk board     | Question and Answer                       |
| Describe the child care services available in India<br>Demonstrate skill in preparing nursing care plan based on nursing process approach<br>Explain the concept of preventive paediatrics | - Child care in India<br>- Emerging challenges, nursing process related to paediatric nursing<br>- Concept of preventive paediatrics | 1     | Lecture cum discussion<br><br>Discussion and preparation of nursing care plan<br><br>Lecture cum discussion | Class room discussion<br><br>Assignment on preparation of nursing care plan<br><br>- OHP<br>- Chalk board         | - Sample nursing care plan | Assignment                                |
| Describe the role of nurse in identifying the importance of vital statistics   | - Vital statistics   | 1     | Lecture cum discussion  | - Class room discussion<br>- Preparation of chart comparing vital statistics for India and neighbouring countries | - OHP<br>- Chalk board     | Assignment<br>Unit Test                   |



# CHAPTER – 32

## EDUCATIONAL METHODS AND MEDIA FOR TEACHING IN PRACTICE OF NURSING

General Guidelines

Hours : 45

### 1. GENERAL OBJECTIVES

On completion of the course the student is able to:

- Explain the concept of teaching in changing the behaviour of the client.
- Describe techniques used for teaching clients.
- Describe the use of different media in effective communication and teaching.

Health education is an important function of every professional nurse in the hospital or in the community set up. This requires knowledge regarding basic principles of health education and various methods and media in imparting health teaching.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet the above objectives the student needs to review the learning process, principles and factors promoting learning and communication process. The student also needs to understand the aims and purposes of education, teaching responsibilities of nurses and methods of clinical teaching. They should be given experience in preparation of audio visual aids and their significance in the practice of nursing which will help the student to become efficient patient educators.

### 3. TIME ALLOTTED

The minimum time recommended for planned instruction is 45 hours. Practical experience in preparation of different audio visual aids and preparation of health teaching plan and implementation should be integrated.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that this subject should be taught during the internship period.

### 5. CLINICAL FACILITIES

All clinical areas (Hospital as well as community) can provide facilities to learn and practise this subject.

### 6. TEACHING PERSONNEL

This subject should be taught by the Vice Principal or an experienced senior member of the nursing school faculty. Preparation of audio-visual aids can be taught by a person who had special training for the same.

### 7. TEACHING FACILITIES

This can be taught in a classroom equipped with facilities for preparation and use of audio visual aids.

### 8. TEACHING METHODS

Lecture method may be used for teaching substantial part of the subject. Demonstration is required in the preparation of audio-visual aids and health teaching. Students should organise teaching in ward/clinic and prepare a variety of audio visual aids to supplement their teaching. Students will also submit written teaching plans which are assigned to them.

## COURSE PLAN

|                         |   |            |
|-------------------------|---|------------|
| COURSE TITLE            | EDUCATIONAL METHODS AND MEDIA FOR TEACHING IN PRACTICE OF NURSING   | Hours : 45 |
| COURSE DESCRIPTION      | The course is designed to introduce to the student the concept of teaching as an integral part of nursing, its relationship to nursing process and also the importance of effective communication in Nursing. |            |
| PLACEMENT OF THE COURSE | Internship period   |            |
| GENERAL OBJECTIVES      | As in General Guidelines  |            |

| UNIT No. | COMPETENCIES  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES   | TEACHING AIDS   | METHOD OF EVALUATION  |
|----------|---|--|-------|--|---|---|
| I        | <p>The student is able to :</p> <p>Describe the basic principles of teaching and learning</p> <p>Explain the process of teaching and learning</p> <p>Discuss the methods of clinical teaching</p> <p>Demonstrate beginning skill in clinical teaching</p> | <p>INTRODUCTION</p> <p>Meaning, aims and purposes of education.</p> <p>Teaching learning process</p> <p>Basic principles of teaching and learning</p> <p>Teaching responsibilities of a nurse</p> <p>Methods of teaching</p> <p>Methods of clinical teaching</p> <ul style="list-style-type: none"> <li>- Planned</li> <li>- Incidental</li> </ul> <p>Preparation of teaching plan</p> | 25    | <ul style="list-style-type: none"> <li>- Lecture-cum-discussion</li> <li>- Reading assignment</li> </ul>   | <ul style="list-style-type: none"> <li>- Chalk board</li> </ul>   | <ul style="list-style-type: none"> <li>- Question and Answer</li> <li>- Evaluation of health teaching plan.</li> <li>- Evaluation of planned as well as incidental health teaching</li> </ul> |
| II       | <p>Prepare a teaching plan for educating clients</p> <p>Describe the use of different media in teaching</p> <p>Prepare and use A.V. aids in patient teaching</p> <p>Demonstrate use of opportunities for patient teaching</p>                             | <p>MEDIA</p> <p>Definition, purposes of Audio visual aids</p> <p>Types of media</p> <p>Preparation and use of audio visual aids- Graphic aids, printed aids, 3 dimensional aids and projected aids</p> <p>Limitations, advantages and use of different media.</p>  | 20    | <ul style="list-style-type: none"> <li>- Lecture-cum-discussion</li> <li>- Demonstration</li> <li>- Preparation of audio visual aids</li> <li>- Conduct health teaching in clinical setting using appropriate A.V. aids</li> </ul> | <ul style="list-style-type: none"> <li>- Chalk board</li> <li>- Different types of A.V. aids available in the school</li> </ul> | <ul style="list-style-type: none"> <li>- Evaluation of prepared audio visual aids.</li> <li>- Written test</li> </ul>   |

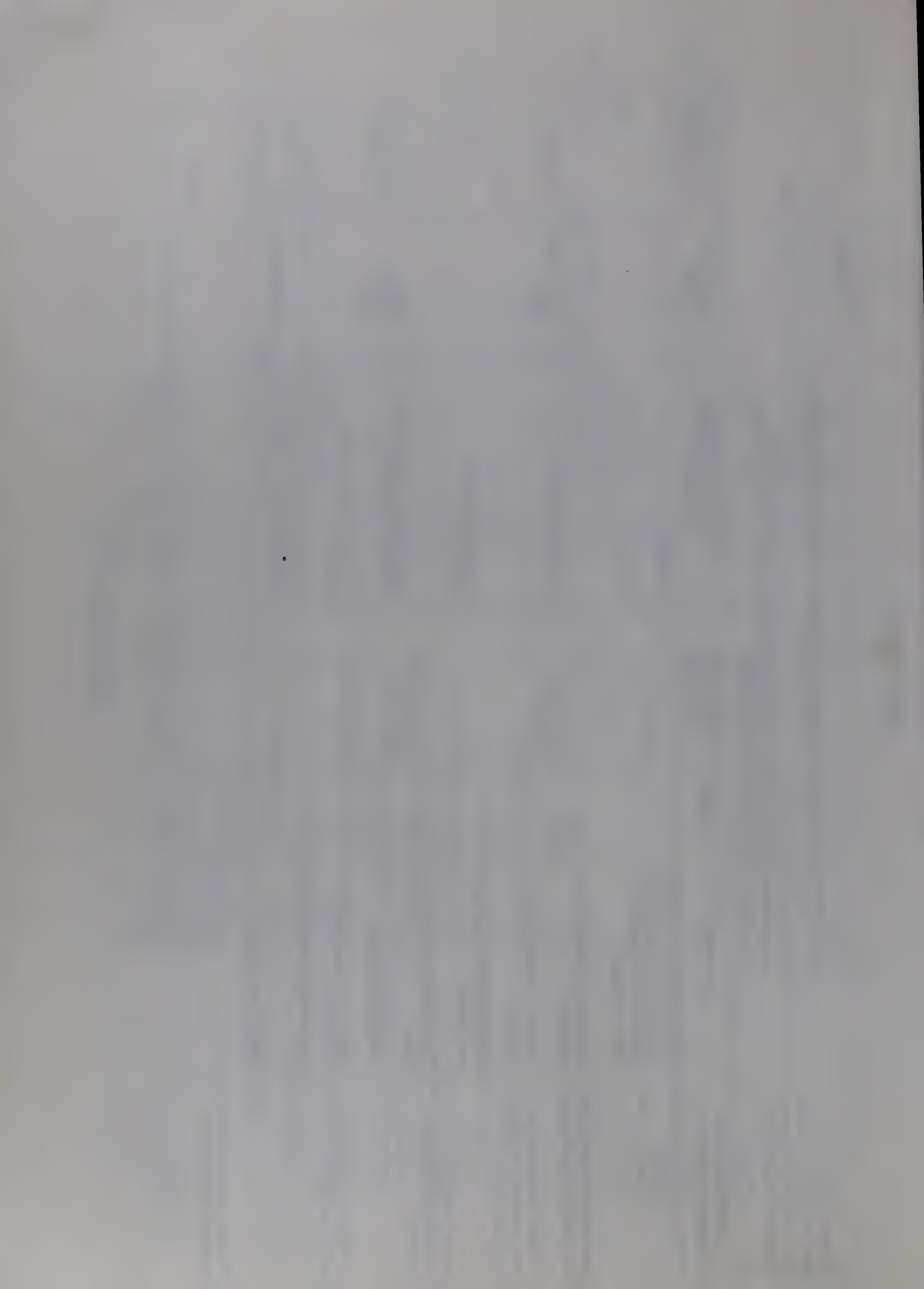


# UNIT PLAN

Hours : 25  
Teacher : X

COURSE TITLE : EDUCATIONAL METHODS AND MEDIA FOR TEACHING IN PRACTICE OF NURSING  
UNIT No :  
UNIT TITLE :  
GENERAL OBJECTIVES :  
Introduction - Meaning and aims of education, meaning of teaching and learning.  
At the end of this unit the student is able to use every opportunity of patient teaching in the practice of nursing using appropriate methods.

| COMPETENCIES<br>The student is able to:                            | CONTENTS   | HOURS   | METHOD OF<br>TEACHING                   | TEACHING - LEARNING<br>ACTIVITIES   | TEACHING<br>AIDS                                   | METHOD OF<br>EVALUATION   |
|--|--|---------|---|---|--|---|
| Describe the meaning, aims and purposes of education               | INTRODUCTION – MEANING AND AIMS OF EDUCATION, MEANING OF TEACHING AND LEARNING       |         | Lecture                                 | Lecture<br>Discussion   |  |   |
| Describe the process and basic principles of teaching and learning | Meaning and aims/purpose of education<br>Process of teaching and learning            | 3       | Lecture cum Discussion                  | Reading assignment  | - Chalk board<br>- OHP                             | - Written test<br>- Quiz  |
| Identify and use opportunities for health teaching                 | Basic principles of teaching and learning<br>Teaching responsibilities of a nurse    | 2<br>2  | Lecture cum discussion<br>Demonstration | Incidental health talks<br>Brain storming   |  |   |
| Use various methods in patient teaching                            | Methods of teaching.<br>Methods of clinical teaching<br>Preparation of teaching plan | 3<br>15 |   | Prepare health education plans<br>Observe model teaching<br>Participate in group health teaching.<br>Health talks in the wards, OPD's and community | - Charts<br>- Models<br>- OHP<br><br>- Flash cards | - Evaluating the teaching plan<br><br>- Scoring the performance<br>- Assignments<br>- Unit test |





# CHAPTER – 33

## INTRODUCTION TO RESEARCH

General Guidelines

Hours : 40

### 1. GENERAL OBJECTIVES

Upon completion of the course the student is able to:

- Describe the need of nursing research in the practice of nursing.
- Describe the scientific methods of investigation used in nursing.
- Participate in small and large research activities of the hospital / unit/ward/Community.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To achieve these objectives the student should be helped to identify the need and significance of scientific studies in the field of nursing. The teaching should include scientific methods of investigation used in nursing research, steps in scientific method and characteristics of good research.

Student should also be provided opportunities to learn the method of writing statement of research problem, formulating objectives, data collection process, analysis of data, interpretation of study findings, writing the report and publication of the research findings. Students in groups should also get opportunity to conduct small studies in various clinical settings under the guidance of the teacher and to submit the report.

### 3. TIME ALLOTTED

Minimum time allotted for planned instruction is 40 hours. A minimum of 20 hours should be provided for practical work.

### 4. PLACEMENT IN THE CURRICULUM

The course is included in the Internship period. To conduct small studies in groups, time may be provided during practical experience in nursing subjects.

### 5. CLINICAL FACILITIES

Opportunities should be given to the student to conduct scientific investigation in any health care setting with the help of a teacher (in groups of five or six). Simple and common problems in the ward or community health field may be studied to learn the research process.

### 6. TEACHING PERSONNEL

This subject should be taught by a post graduate teacher in nursing or from any other discipline, with experience in research work.

### 7. TEACHING FACILITIES

There should be well equipped library facilities in the school with sufficient books and journals. School should conduct periodic journal clubs and research related activities so as to provide opportunities for the students to expose themselves to this field.

### 8. TEACHING METHODS

Most part of this course can be covered by Lecture cum discussions. Students should have opportunities to do critical interpretation of the research reports and present these in the class. They may be encouraged to assist in research studies and to use research findings. A group project will help them to study an identified problem using various steps of research process.

## COURSE PLAN

Hours : 40

- COURSE TITLE** : INTRODUCTION TO RESEARCH  
**COURSE DESCRIPTION** : This course is intended to develop fundamental abilities and attitudes in the students towards scientific methods of investigation and utilisation of research findings so as to improve practice of nursing.  
**PLACEMENT OF THE COURSE** : This course is to be taught during early part of the internship period.  
**GENERAL OBJECTIVES** : As in General Guidelines

| UNIT No. | COMPETENCIES<br>The student is able to:        | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES         | TEACHING AIDS                 | METHOD OF EVALUATION                  |
|----------|--|---|-------|--------------------------------------|-------------------------------|---------------------------------------|
| I        | Identify the importance of Research in Nursing | INTRODUCTION<br>Definition / meaning of research, steps in scientific methods, need for nursing research, characteristics of good research.   | 5     | Lecture cum Discussion               | OHP                           | Test paper                            |
| II       | Describe the research process                  | INTRODUCTION TO RESEARCH PROCESS<br>- Statement of research problems<br>- Statement of purposes and objectives<br>- Definition of research term<br>- Review of literature           | 6     | Lecture cum Discussion               | OHP                           | Criticism of Research reports<br>Test |
| III      | Explain the various research approaches        | INTRODUCTION TO RESEARCH APPROACHES<br>Types, methods, advantages and disadvantages of each method.   | 7     | Assignment<br>Lecture cum discussion | OHP                           | Assignment.                           |
| IV       | Describe the various data collection processes | INTRODUCTION TO DATA COLLECTION PROCESS<br>- Data collection, instruments of data collection<br>- Characteristics of data collection instruments<br>- Techniques of data collection | 7     | Lecture and group discussion         | OHP<br>Black board and chalk. | Group work on tool preparation.       |



| UNIT No. | COMPETENCIES<br>The student is able to:                                   | CONTENTS  | HOURS | TEACHING-LEARNING ACTIVITIES | TEACHING AIDS                                  | METHODS OF EVALUATION                       |
|----------|---|---|-------|------------------------------|--|---|
| V        | List the steps involved in data analysis                                  | INTRODUCTION TO ANALYSIS OF DATA<br>- Tabulation<br>- Classification and summarization<br>- Presentation and interpretation of data using descriptive statistics. | 6     | Lecture cum discussion       | OHP<br>Black board and chalk.<br>Charts/graphs | Group work                                  |
| VI       | Explain the steps in writing a research report                            | WRITING OF REPORTS  | 3     | Lecture cum discussion       | Report writing and interpretation              | Critical assessment of the report           |
| VII      | Describe the importance of statistics in research                         | INTRODUCTION TO STATISTICS  | 4     | Lecture cum discussion       | OHP  | Question and Answer                         |
| VIII     | Describe the application and utilisation of Research in nursing practice. | APPLICATION AND UTILISATION OF RESEARCH IN NURSING PRACTICE.  | 2     | Lecture cum discussion       | OHP  | Critical study of research reports<br>Test. |

## UNIT PLAN

Hours : 6  
Teacher : X

COURSE TITLE : INTRODUCTION TO RESEARCH  
UNIT No : II  
UNIT TITLE : Introduction to Research Process  
GENERAL OBJECTIVES : At the end of this unit, the student is able to understand research terms and describe how to state research problem, purposes and objectives.

| COMPETENCIES<br>The student is able to:                          | CONTENTS  | HOURS | METHOD OF<br>TEACHING  | TEACHING -LEARNING<br>ACTIVITIES   | TEACHING AIDS   | METHOD OF<br>EVALUATION                         |
|--|---|-------|------------------------|--|-----------------|---|
| Define and state the steps of the research process               | INTRODUCTION TO RESEARCH PROCESS                      | 2     | Lecture and discussion | Lecture cum discussion<br>Identification of research problem from clinical areas | OHP             | Question and Answer<br>Assignments              |
| Describe the importance of statement of research problems        | Statement of the research problem                     |       |                        |  |                 |   |
| List the steps in statement of the problem.                      |   |       |                        |  |                 |   |
| List the characteristics of researchable problem                 |   |       |                        |  |                 |   |
| Describe the purposes of formulating objectives in research work | Formulation of purposes and objectives                | 2     | Lecture cum discussion | Lecture cum discussion<br>Criticism of research report                           | Research Report | Question and Answer<br>Assignment               |
| Define research terms related to the research study              | Definition of research terms in relation to the study | 1     | Lecture cum discussion | Lecture cum discussion   | Hand outs       | Question and Answer                             |
| Describe the various components of literature review             | Review of literature                                  | 1     | Lecture cum discussion | Lecture cum discussion<br>Review of literature                                   | Research Report | Assignment<br>Question and Answer<br>Unit Test. |



# CHAPTER – 34

## PROFESSIONAL TRENDS AND ADJUSTMENT

General Guidelines

Hours : 40

### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- Describe the criteria of a profession and discuss nursing as a profession.
- Identify the various professional responsibilities of a nurse.
- Identify the need for inservice and continuing education in nursing.
- Demonstrate skill in application of knowledge of professional etiquettes in the practice of nursing in any health care setting.
- Describe various professional organisations related to nursing and health.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

To meet the above objectives, the students need to acquire a broad picture of the trends in nursing in different parts of the world and an understanding of the factors which influence change, the pattern of nursing service in India, categories and relative roles of personnel, and trends in nursing education. They also need opportunities for learning how countries help each other to promote nursing through technical assistance, exchange of publications, research etc. The students should also review their knowledge of ethics and ethical conduct - what is right and what is wrong, the values held by society and the rights and duties of individuals living in society. They should be helped to recognize why adherence to ethical principles is important in the nursing care of patients as well as in all other aspects of their personal life. They should also learn their responsibilities to the patient and his relatives, to colleagues, staff, the hospital and the school. They must be aware of promoting a good image of nursing as a profession in the eyes of the public.

The students should be given ample opportunities for learning how to adjust from student to professional status, the procedure for applying for and resigning from a post, how to adjust to a new post, how to continue with professional education, and the professional and civic responsibilities of a nurse.

### 3. TIME ALLOTTED

The minimum time that is recommended for this course is 40 hours.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that this subject be placed in the internship period.

### 5. CLINICAL FACILITIES

During posting in various clinical areas, the student will have an opportunity to observe nurses shouldering professional responsibilities, identifying and organising staff development programmes, adherence to professional etiquettes with the practice of nursing, participate in SNA and TNAI activities and observe other health related professional organisations.

## **6. TEACHING PERSONNEL**

This subject should be taught by an experienced senior faculty of the school or hospital. The teacher should have a good knowledge and understanding of current trends in nursing, especially in India

## **7. TEACHING FACILITIES**

Classroom facilities and a good supply of up-to-date reference materials should be provided. These should include a selection of nursing journals from different countries, copies of international code of ethics, organizational charts, current information on continuing education, career advancements etc.

## **8. TEACHING METHODS**

Lecture-cum-discussion method may be used for teaching this subject. Active discussions should be promoted. Students should be encouraged to discuss their problems and inadequacies. Nursing leaders from different branches of the profession may be invited to participate in the discussions and teaching. Educational trips can be planned for visiting professional organisations.



# COURSE PLAN

Hours : 40

- COURSE TITLE : PROFESSIONAL TRENDS AND ADJUSTMENT  
 COURSE DESCRIPTION : This course is designed to help students develop an understanding of the extent of professional responsibilities and involvement of the registered nurses and the opportunities available for further professional growth.  
 PLACEMENT OF THE COURSE : Professional trends and adjustment should be introduced in the beginning of the internship period.  
 GENERAL OBJECTIVES : As in General Guidelines

| UNIT No. | COMPETENCIES  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION                           |
|----------|---|---|-------|---|---|--|
| I        | The student is able to:<br><br>List the criteria of a profession<br><br>Describe the level of preparation of nurses<br>List the Characteristics of a profession                   | INTRODUCTION TO NURSING AS A PROFESSION<br>- Definition of profession and criteria of nursing profession.<br>- Evolution of Nursing profession in India.<br>- Educational preparation of a professional nurse<br>- Qualities / Characteristics and role of a professional nurse | 7     | Lecture cum discussion<br>Debate<br>Seminar   | Chalk board   | Question and Answer                            |
| II       | Explain various aspects of professional ethics.   | PROFESSIONAL ETHICS<br>- Meaning and relationship of professional ethics and etiquettes<br>- Code of ethics for nurses by ICN<br>- Nightingale pledge.<br>- Etiquettes for employment - locating a position, applying and accepting a position, Resignation from a position     | 9     | Lecture cum discussion<br>- Assignment<br>Application for a job<br>Acceptance of job<br>Resignation of job  | Chalk Board<br>OHP  | Assignment                                     |
| III      | Discuss the importance of continuing education in personal and professional development<br><br>Demonstrate beginning skill in planning for a short course for inservice education | PERSONAL AND PROFESSIONAL DEVELOPMENT<br>Continuing education<br>- meaning and importance of continuing education<br>- Scope of continuing education<br>- Planning and financing for continuing education<br>Career in Nursing  | 10    | Lecture cum discussion<br>Work shop on continuing education<br><br>Draw a career ladder in nursing in reference to international influence and financial aid. | Participation in work shop<br><br>Preparation of a plan for inservice education programme | Report on Activities in workshop<br>Assignment |

| UNIT No. | COMPETENCIES<br>The student is able to:   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS   | METHOD OF EVALUATION                                  |
|----------|---|---|-------|---|---|---|
|          |   | <ul style="list-style-type: none"> <li>- Opportunities available in Nursing in Hospital, community, teaching and other related special organizations.</li> <li>- Inservice education – definition, value/need, participation in committee procedures</li> <li>- Nursing in the future</li> </ul>  |       |   |   | Unit Test   |
| IV       | Discuss the significance of legislation in Nursing and the nurse's role and responsibilities in such legal situations | <p>LEGISLATION IN NURSING</p> <ul style="list-style-type: none"> <li>- Purposes and importance of laws in Nursing, legal terms</li> <li>- Common legal hazards in Nursing</li> <li>- Health laws and regulations affecting nurses in India at different levels, centre and state, consumer protection bill and its impact in nursing practice.</li> <li>- Fundamental conduct and service rules and institutional rules.</li> <li>- Regulation of nursing education</li> <li>- Registration and reciprocities.</li> </ul> | 7     | <p>Lecture discussion</p> <p>Guest lecture by a lawyer.</p>   | Chalk Board<br>OHP  | Assignment.   |
| V        | List various organisations related to health and nursing profession and briefly describe their functions              | <p>PROFESSION AND RELATED ORGANISATIONS.</p> <ul style="list-style-type: none"> <li>- Professional organisations: Trained Nurses Association of India, Student Nurses Association, International Council of Nurses (ICN), Indian Nursing Council (INC), Commonwealth Nurses Federation, Nurses League of the Christian Medical Association</li> <li>- Related organisations: their contribution to nursing, World Health Organisation, Red Cross and St John's Ambulance, Colombo Plan, UNICEF, World Bank.</li> </ul>    | 7     | <p>Lecture cum discussion</p> <p>Observation visits to State Nursing Council and Local TNAI office.</p> | Chalk board<br>OHP<br><br>Observing activities in council | Report of Visit to the Council.<br><br><br>Unit test. |



## UNIT PLAN

Hours : 9  
Teacher : X

COURSE TITLE : PROFESSIONAL TRENDS AND ADJUSTMENT  
UNIT No : II  
UNIT TITLE : Professional ethics  
GENERAL OBJECTIVES : Upon completion of the unit, the students gain adequate awareness of professional ethics and etiquette, so that they are able to practise it in their professional career.

| COMPETENCIES  | CONTENTS  | HOURS | METHOD OF TEACHING | TEACHING LEARNING- ACTIVITIES  | TEACHING AIDS | METHOD OF EVALUATION      |
|---|---|-------|--------------------|--|---------------|---------------------------|
| The student is able to:<br>Describe the significance of professional ethics and etiquette | PROFESSIONAL ETHICS<br>Meaning and relationship of professional ethics and etiquette                              | 2     | Lecture/discussion | Questioning<br>Group interaction<br>Role play  | Chalk Board   |                           |
| Explain the concept of Ethics and Nightingale pledge.                                     | Code of ethics for nurses by ICN and Nightingale pledge.  | 2     | Lecture/discussion | Group discussion   | Chalk Board   | Submission of assignment. |
| Describe the ethics to be followed while seeking employment and submitting resignation    | Ethics for employment-locating a position, applying for and accepting a position, and resignation from a position | 5     | Lecture/discussion | Assignment on drafting letters of application for a job and resignation from a post<br>Mock interview sessions |               | Assignment<br>Unit test.  |





# CHAPTER – 35

## ADMINISTRATION AND WARD MANAGEMENT

General Guidelines

Hours : 45

### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- a. Describe the meaning and principles of administration.
- b. Apply the principles of administration in practice of nursing in various health care settings.
- c. Plan the nursing services in the ward and community health settings.
- d. Describe the importance of good administration in the day to day nursing services in varied health care settings.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

Student will work in the wards and health centres with staff nurses and head nurses assisting them in carrying out their duties. They will be placed for observation in the office of the Nursing Superintendent. Students get experience in maintaining records and reports, indenting supplies, equipments, medicines, ward inventory, preparation of duty roster etc. During this period, opportunities may be provided to acquire experience in ward management so that they will be able to understand the purpose and value of good administration and have foundation on which to build beginning skills for professional practice at the staff nurse level. Students will also get experience of working in the hostel, kitchen, clinics, camps etc.

### 3. TIME ALLOTTED

The minimum number of hours prescribed for this subject is 45. The practical experience is planned as part of the experience in various clinical areas during the internship period.

### 4. PLACEMENT IN THE CURRICULUM

This subject is to be taught during the internship period. It is suggested that this subject should be taught in the first 2 months of internship.

### 5. CLINICAL FACILITIES

The ward/department and community health centres which have been selected for clinical experience should provide suitable learning situations for the students.

### 6. TEACHING PERSONNEL

A senior faculty of school of nursing, Nursing Superintendent with MSc Nursing/B.Sc (N) should teach this subject.

## **7. TEACHING FACILITIES**

A well equipped classroom and Library with adequate supply of reference materials is needed. Other materials like manuals, syllabi and brochures published by different organizations, councils and appropriate A.V Aids will facilitate efficacy of this course.

## **8. TEACHING METHODS**

This subject may be taught by the lecture method. Discussion methods are very useful to teach how good ward management/administration, good nursing education and good nursing care are interrelated. Observation visits supported by lectures are made to different hospital settings which promote more effective and desired learning experience. It is to be ensured that the theory correlates with the practical in the ward and health care settings.

Assignments may be given to individuals or groups to study and report on different patterns of patient care. Opportunities may be provided for students to acquire experience in indenting, maintaining ward inventory; maintaining records of supplies and equipments, preparation of duty roster etc.

Groups of students may be given problem situations to find solutions using problem solving technique and to submit a written report of the same.



# COURSE PLAN

Hours : 45

- COURSE TITLE : ADMINISTRATION AND WARD MANAGEMENT
- COURSE DESCRIPTION : This course aims at giving the student an elementary understanding of basic principles of administration and its application to the management of ward and health unit.
- PLACEMENT OF THE COURSE : During early part of the internship period
- GENERAL OBJECTIVES : As in General Guidelines

| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES  | TEACHING AIDS          | METHOD OF EVALUATION   |
|----------|---|---|-------|---|------------------------|--|
| I        | Describe the meaning of administration<br>Discuss the philosophy and significance of administration<br>Describe the elements and principles of administration   | INTRODUCTION<br>Meaning and philosophy of administration and management and its significance<br>Elements and principles of administration   | 6     | Lecture cum discussion  | - Chalk board<br>- OHP | Question and Answer  |
| II       | Describe the importance and purpose of planning   | PLANNING<br>Importance of planning, its purposes and types of planning  | 5     | Lecture cum discussion  | - Chalk board<br>- OHP | Assignment<br>Time plan  |
| III      | Discuss the principles of organisation<br>Describe importance of co-ordination and control<br>Describe the process of preparation of policies for an organisation<br>Differentiate between different kinds of organisation charts | ORGANISATION<br>Command, Co-ordination and Control<br>Principles of organisation<br>Organisation chart of hospital/ward/PHC/subcentre<br>Policies of hospital and various departments of the hospital | 9     | Lecture cum discussion<br>Discussion<br>Seminar<br>Assignments<br>Comparison of organisation charts | - Organisation charts  | Written test<br>Evaluation of the organisation chart prepared by students. |

| UNIT No. | COMPETENCIES<br>The student is able to :   | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES                                 | TEACHING AIDS  | METHOD OF EVALUATION   |
|----------|--|---|-------|--|--|--|
| IV       | Explain legal responsibilities, nurse's role in the prevention of accidents and control of infection   | ADMINISTRATION OF HOSPITAL/DEPARTMENT/UNIT/WARD   | 9     | Lecture cum discussion   | - Chalk board<br>- OHP   | Evaluation of the physical layout of a ward/ ICU prepared by the student         |
|          |  | Administration of ward/unit/health centre Physical layout   |       | Panel discussion   |  |  |
|          |  | Safety measures for prevention of accidents/infection   |       | Role play  |  |  |
|          | Discuss the significance of personnel management, staff development programme and democratic leadership  | Legal responsibilities of a nurse   | 7     | Groupwork on physical layout                                   | - Chalk board<br>- OHP   | Written test   |
|          |  | Personnel management, job specification, job description, job analysis, job satisfaction, staff development and staff welfare |       | Lecture cum discussion   |  |  |
|          |  | Leadership styles   |       | Discussion   |  |  |
|          | Discuss the importance of maintaining supplies and equipments for effective administration   | Democratic leadership   | 5     | Role play  | - Chalk board<br>- OHP   | Reading notes  |
|          |  | Management of equipment and supplies  |       | Reading notes  |  |  |
|          |  | Maintenance of supplies and equipment (Preventive maintenance)  |       | Lecture cum discussion   |  |  |
|          | Describe the process involved in preparing indents for supplies and equipments.<br><br>Explain the method of dealing with complaints using problem solving technique | Inventory – handing and taking over   | 4     | Discussion   | - Chalk board<br>- Charts<br>- OHP<br>- Standard forms for indents | Written test<br><br>Reading notes  |
|          |  | Indenting and ordering of supplies and equipments   |       | Role play  |  |  |
|          |  | Problem solving - process and approach, steps and methods of dealing with complaints  |       | Reading notes  |  |  |
|          |  | Records and reports (Hospital/community)  |       | Lecture cum discussion   |  |  |
|          |  | Meaning, types of records and reports maintained in the ward by the staff and nursing sister                                  |       | Panel discussion   |  | Evaluation of written report of the problem and solution selected by the student |
|          |  | Importance and use of records and reports. Records and reports maintained in PHC and subcentre                                |       | Brain storming   |  | Evaluation of records and reports  |
|          |  |   |       | Problem solving exercise in selected situations from the ward. |  |  |
|          |  |   |       |  |  | Comprehensive test   |



## UNIT PLAN

Hours : 6  
Teacher : X

COURSE TITLE

UNIT No

UNIT TITLE

GENERAL OBJECTIVES

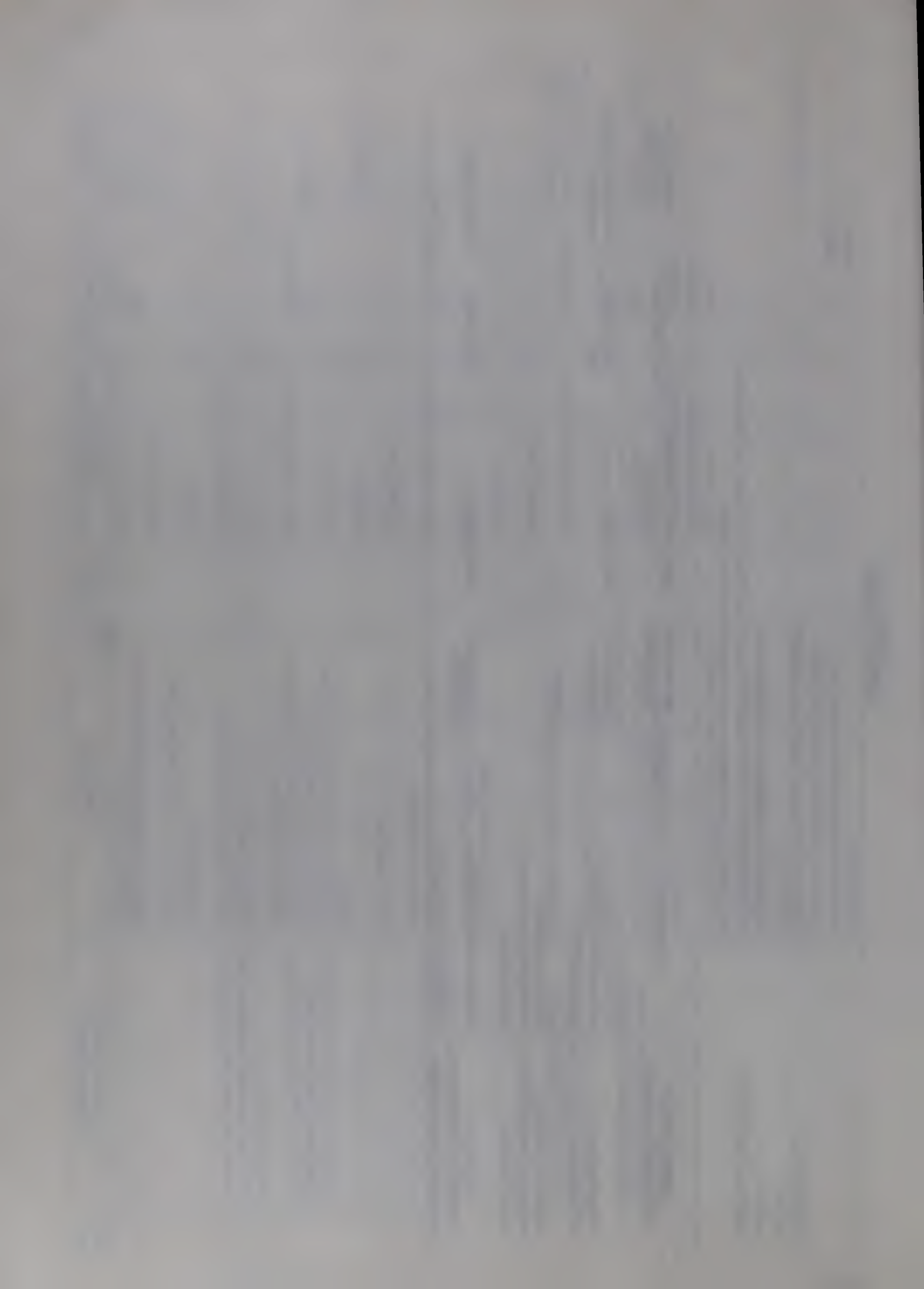
: ADMINISTRATION AND WARD MANAGEMENT

:

: Introduction to Administration and Management

: On completion of the unit the student is able to describe the principles and elements of administration so that she/he is able to utilise it in clinical practice

| COMPETENCIES<br>The student is able to:                                  | CONTENTS  | HOURS  | METHOD OF<br>TEACHING     | TEACHING - LEARNING<br>ACTIVITIES | TEACHING AIDS          | METHOD OF<br>EVALUATION           |
|--|---|--------|---------------------------|-----------------------------------|------------------------|-----------------------------------|
| Define the term<br>administration  | INTRODUCTION TO<br>ADMINISTRATION AND<br>MANAGEMENT                   | 2      | Lecture cum<br>discussion | Assignment                        | - Chalk board<br>- OHP | Question and Answer<br>Assignment |
| Explain the meaning,<br>philosophy and significance<br>of administration | Meaning, definition,<br>philosophy, significance of<br>administration |        | Seminar                   |                                   |                        |                                   |
| Describe the elements and<br>principles of administration                | Elements of administration<br>Principles of administration            | 3<br>1 | Lecture cum<br>discussion | Reading notes                     | - Chalk board          | Reading notes<br>Unit test        |





# CHAPTER – 36

## HEALTH ECONOMICS

General Guidelines

Hours : 20

### 1. GENERAL OBJECTIVES

On completion of the course, the student is able to:

- a. Explain the meaning of economics and health economics.
- b. Analyse the relationship between health and economic development.
- c. Explain the concept of demand and supply.
- d. Describe the structure of health care industry and characteristics of market for health care services.
- e. Analyse the concept of cost in health care.
- f. Discuss financing system of health care services in India.

In the context of planning for developments, the correlation of health and economic development is highly significant. Health standards are still low even after fifty years of planning. The purpose of this course is to instill in the student a broad understanding of the core areas of health economics and related disciplines and to help her acquire knowledge and skills to analyse health situations and to apply the concepts related to these during their nursing practice.

### 2. LEARNING EXPERIENCES TO MEET THE OBJECTIVES

In order to familiarise with the fundamentals of health economics, the student must review her knowledge of the economy health development linkage, measures of status of health, types of health indicators, demand and supply of health services, health care technology, health of children and women and health care financing. The student needs to understand the economic life of the family and the community and how this is influenced by the natural resources of the country's sectoral development.

### 3. TIME ALLOTTED

Time recommended is 20 hours of classroom teaching.

### 4. PLACEMENT IN THE CURRICULUM

It is suggested that the teaching be done during the early part of the internship period.

### 5. CLINICAL FACILITIES

Various clinical areas selected for practical experience both in the hospital and community can provide opportunities for learning the principles of health economics.

### 6. TEACHING PERSONNEL

Health economics may be taught by any qualified lecturer in the subject or a Doctor. Certain modules may be handled by eminent faculty/visiting expert faculty.

## **7. TEACHING FACILITIES**

A classroom with proper seating arrangement and a seminar hall for discussion groups are required. A documentation centre to provide a good supply of up to date reference materials published regularly by the central and state ministries dealing with health and family welfare and by other nongovernmental organisations will be beneficial. The student will be able to utilise computer technology and can have access to the overhead projector. Suitable films may be borrowed and daily newspapers may be provided.

## **8. TEACHING METHODS**

Most of the teaching can be carried out by lecture cum discussion method. Films and film strips can make teaching learning interesting. A guest lecturer from the community can deal with topics related to health and economic development. Financing of health care in India may be dealt by an administrator from the Directorate of Health Services or a visit to the Directorate may be organised.



## COURSE PLAN

Hours : 20

**COURSE TITLE** : HEALTH ECONOMICS  
**COURSE DESCRIPTION** : This course is designed to help students to understand the basic concepts of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing system of health care services in India. This will enable them to appreciate financial aspects of health care services.  
**PLACEMENT OF THE COURSE** : During internship period  
**GENERAL OBJECTIVES** : As in General Guidelines

| UNIT No. | COMPETENCIES<br>The student is able to :  | CONTENTS   | HOURS | TEACHING - LEARNING ACTIVITIES                 | TEACHING AIDS  | METHOD OF EVALUATION             |
|----------|---|--|-------|--|--|----------------------------------|
| I        | Explain the meaning of economics and health economics   | INTRODUCTION TO ECONOMICS<br>Definition and meaning, dimensions of economics - positive and normative economics  | 4     | - Lecture cum discussion<br>- Group discussion | - Black board<br>- OHP                                   | - Question and Answer<br>- Test  |
| II       | Analyse the relationship between health and economic development  | INTRODUCTION TO HEALTH ECONOMICS<br>Concept of health economics, focus of health economics, areas of health economics - the economics of health and health care services, health and economic development, causes of health problems in India. | 4     | - Lecture cum discussion<br>- Brainstorming    | - OHP<br>- Posters<br>- Video cassettes                  | - Test paper                     |
| III      | Analyse the concept of cost in health care  | COSTS OF HEALTH CARE<br>Concept of cost, types of costs, opportunity cost, total fixed and variable cost, average, marginal and sunk costs, cost benefit, cost effectiveness   | 3     | - Lecture cum discussion                       | - Black board<br>- OHP                                   | - Questions and Answer<br>- Test |
| IV       | Explain the concept of demand and supply in health economics and describe the structure and market for health care services | DEMAND AND SUPPLY IN HEALTH CARE<br>Concept of demand, need, supply, input, output, production function, industry and market, structure of health care industry, characteristics of Health care services market-demand side and supply side    | 5     | - Lecture cum discussion<br>- Brainstorming    | - Black board<br>- OHP<br>- Posters<br>- Video cassettes | - Question and Answer            |

| UNIT No. | COMPETENCIES<br>The student is able to :                | CONTENTS  | HOURS | TEACHING - LEARNING ACTIVITIES | TEACHING AIDS          | METHOD OF EVALUATION                          |
|----------|---|---|-------|--------------------------------|------------------------|---|
| V        | Discuss the financing of health care services in India. | FINANCING OF HEALTH CARE IN INDIA<br>Financing system and allocation, sources of financing of health care services, health plans and outlays, the relative role of state and central government on financing of Health Care Services, factors influencing the state's ability to finance health care services | 4     | - Lecture cum discussion       | - Black board<br>- OHP | - Question and Answer<br>- Comprehensive test |



## UNIT PLAN

Hours 5  
Teacher : X

COURSE TITLE : HEALTH ECONOMICS  
 UNIT No : IV  
 UNIT TITLE : Demand and Supply in Health Care  
 GENERAL OBJECTIVES : At the end of the unit, the student is able to explain the concept of demand and supply, describe the structure of health care industry and explain the characteristics of market for health care services.

| COMPETENCIES  | CONTENTS   | HOURS | METHOD OF TEACHING     | TEACHING - LEARNING ACTIVITIES                      | TEACHING AIDS                              | METHOD OF EVALUATION                             |
|---|--|-------|------------------------|---|--|--|
| Students are able to:   |  |       |                        |   |  |  |
| Explain the concept of demand and supply in health care   | DEMAND AND SUPPLY IN HEALTH CARE<br><br>Concept of demand, need, supply, input, output, production, function   | 2     | Lecture cum discussion | - Assignment on estimating various types of costs   | - Black board<br>- OHP                     | - Assignment<br>- Question Answer                |
| Describe the structure of health care industry and characteristics of market for health care services | Industry and market, structure of health care industry, characteristics of health care services Market - demand side and supply side.<br><br>Components of health care system, impact of health services on health, health care technology, health status of children and women. | 3     | Lecture cum discussion | - Assignment on health status of women and children | - Black board<br>- OHP<br><br>- Statistics | - Question Answer<br>- Assignment<br>- Unit test |













